Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday June 10, 2021 at 6:00 PM PDT

Location
https://zoom.us/j/96079625045?pwd=emRTWFREUkdsWU1XSTl6SWk2M21tUT09

Meeting ID: 960 7962 5045   **Passcode:** 339607
One tap mobile: +16699009128,,96079625045# US (San Jose)

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 board@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 CEO & Superintendent and Board Members			5 m
II. Closed Session			**6:13 PM**
A. Public Announcement Of Closed Session	FYI		1 m
B. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))			
C. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			
D. Report Out Of Closed Session	FYI		1 m
III. Consent Items			**6:15 PM**
A. Approval of 2021-22 MPS Employee Handbook	Vote	D.Hajmeirza	5 m
IV. Action Items			**6:20 PM**
A. Approval of Contract for John Buck	Vote	P.Ontiveros	7 m
For financial advisory services			
B. Approval of IXL Agreement for all Magnolia Science Academy Schools	Vote	E.Acar	5 m
C. Approval of MSA-Santa Ana Street Signage Installation	Vote	S.Keskinturk	5 m
D. Approval of MSA-Santa Ana Workstation Purchase RFP Award	Vote	S.Keskinturk	5 m
V. Information/Discussion Items			**6:42 PM**
A. Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS	Discuss	D.Yilmaz	20 m
B. Public Hearing for the 2021-22 Budgets for All MPS	Discuss	S.Orazov	20 m
C. Creating a Standard of Care for Mental Health and Wellness Across MPS	Discuss	Dr. Lopez	10 m
D. Academic Updates	Discuss	E.Acar	10 m
E. Discussion on MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum	Discuss	D.Hajmeirza	5 m

	Purpose	**Presenter**	**Time**

Per Board Members request, this item is being brought for further discussion. This item was approved by the Board on May 13, 2021.

VI. Closing Items   **7:47 PM**

A. Adjourn Meeting	Vote	1 m

Cover Sheet

Approval of 2021-22 MPS Employee Handbook

Section: III. Consent Items
Item: A. Approval of 2021-22 MPS Employee Handbook
Purpose: Vote
Submitted by:
Related Material: 2021-22 MPS Employee Handbook.pdf

![Magnolia Public Schools logo]

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	III A: Consent Item
Date:	June 10, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of Human Resources
RE:	Approval of 2021-22 MPS Employee Handbook

Proposed Board Motion

I move that the MPS Board of Directors approve the proposed 2021-22 MPS Employee Handbook as presented with an effective date of July 1, 2021.

Introduction

The MPS HR Department worked with legal counsel, Young Minney and Corr ("YM&C") to revise the handbook to be compliant with labor codes and regulations for the 2021-22 school year.

Background

The MPS HR Department reviews the employee handbook every year to ensure all the most up-to date federal and state laws are reflected. Please see below analysis for all changes/updates in the employee handbook.

Analysis

Below are some of the highlights of the changes in the employee handbook. For further review, please refer to Appendix 2.

- Employees will be placed on inactive status if they fail to maintain a valid TB test result which is a condition of employment
- 2021-22 school holiday dates are updated
- 2021-22 school break dates are updated
- Employees will need to be employed for 90 days by June 30th to be eligible for the sick hours buy back

Budget Implications: There is no budget impact to schools or the MPS Home Office.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 |www.magnoliapublicschools.org

<u>Exhibits (attachments):</u>

- Appendix 1: 2021-22 MPS Employee Handbook Redline (clean copy is available upon request) (Pg. 3)
- Appendix 2: Employee Handbook Changes Table (Pg. 73)

Magnolia Public Schools

Employee
Handbook
2021-2022

Magnolia Public Schools

250 East 1st Street

STE. 1500

Los Angeles, CA 90012

213-628-3666

www.magnoliapublicschools.org

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ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School.   In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO or the CEO designee, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Only the CEO has the authority to make any such agreement and then only in writing

Employee's Signature: _____   Date: _____

Please review this Handbook carefully and acknowledge your receipt and understanding of it in Human Capital Management System.

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Magnolia Public Schools

The Vision

Graduates of Magnolia Public Schools ("MPS") are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

Core Values

MPS has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- ▪ *Excellence*
- ▪ *Innovation*
- ▪ *Connection*

Locations

Magnolia Science Academy-1	*18238 Sherman Way, Reseda, CA 91335*	*(818) 609-0507*
Magnolia Science Academy-2	*17125 Victory Blvd., Van Nuys, CA 91406*	*(818) 758-0300*
Magnolia Science Academy-3	*1254 East Helmick St., Carson, CA 90746*	*(310) 637-3806*
Magnolia Science Academy-4	*11330 W Graham Place, Los Angeles, CA 90064*	*(310) 473-2464*
Magnolia Science Academy-5	*18230 Kittridge St., Reseda, CA 91335*	*(818) 705-5676*
Magnolia Science Academy-6	*3754 Dunn Dr., Los Angeles, CA 90034*	*(310) 842-8555*
Magnolia Science Academy-7	*18355 Roscoe Blvd., Northridge, CA 91325*	*(818) 221-5328*
Magnolia Science Academy-8 (Bell)	*6411 Orchard Ave, Bell, CA 90201*	*(323) 826-3925*
Magnolia Science Academy-San Diego	*6525 Estrella Ave., San Diego, CA 92120*	*(619) 644-1300*
Magnolia Science Academy-Santa Ana	*2840 W 1st St., Santa Ana, CA 92703*	*(714) 479-0115*

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INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If employees have any questions about the policies outlined in this Handbook, or if they have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") Human Resources Department**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

After reviewing this Handbook, please e-sign the employee acknowledgement form **in the Human Resource Management System Employee Self Service Portal.**   This signed acknowledgement demonstrates to the School that the employee has read, understood and agrees to comply with the policies outlined in the Handbook.

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CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

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At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

By acknowledging receipt of this Handbook, the employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

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Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Principal.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the MPS Purchase Policies & Procedures Manual while making their reimbursement requests. Employees may ask their supervisor for a copy of the MPS Purchase Policies & Procedures Manual.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School. Failure to maintain current TB test results may result in placement on inactive status for failure to meet the minimum conditions of employment, or disciplinary action, up to and including release from at-will employment.

Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were

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not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.   Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If the employee has any questions or needs more information on immigration compliance issues, they should contact the Principal.

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:
Examples of PERMITTED actions (NOT corporal punishment):
> Restraining a student from fighting with another student;
> Preventing a pupil from committing an act of vandalism;
> Defending yourself from physical injury or assault by a student;
> Forcing a pupil to give up a weapon or dangerous object;
> Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
> Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):
> Hitting, shoving, pushing, or physically restraining a student as a means of control;
> Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
> Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

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Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when the employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues, including someone from my HR Department, were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy.   Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy):
    Giving gifts to an individual student that are of a personal and intimate nature;
    Kissing of any kind;
    Any type of unnecessary physical contact with a student in a private situation;
    Intentionally being alone with a student away from the school;
    Making or participating in sexually inappropriate comments;
    Sexual jokes;
    Seeking emotional involvement with a student for your benefit;

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Listening to or telling stories that are sexually oriented;

Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;

Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

<u>Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:</u>
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

Giving students a ride to/from school or school activities;

Being alone in a room with a student at school with the door closed;

Allowing students in your home.

<u>Cautionary Staff/Student Behaviors:</u>
(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence).

Remarks about the physical attributes or development of anyone;

Excessive attention toward a particular student;

Sending emails, text messages or letters to students if the content is not about school activities.

<u>Acceptable and Recommended Staff/Student Behaviors:</u>

Getting parents' written consent for any after-school activity;

Obtaining formal approval to take students off school property for activities such as field trips or competitions;

E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (communication should be limited to school technology);

Keeping the door open when alone with a student;

Keeping reasonable space between the employee and the student;

Stopping and correcting students if they cross the employees' personal boundaries;

Keeping parents informed when a significant issue develops about a student;

Keeping after-class discussions with a student professional and brief;

Asking for advice from fellow staff or administrators when in a difficult situation related to boundaries;

Involving a supervisor if a conflict arises with a student;

Informing the Superintendent about situations that have the potential to become more severe;

Making detailed notes about an incident that could evolve into a more serious situation later;

Recognizing the responsibility to stop unacceptable behavior of students or coworkers;

Asking another staff member to be present if the employee will be alone with any type of special needs student;

Asking another staff member to be present if the employee must be alone with a student after regular school hours;

Giving students praise and recognition without touching them;

Pats on the back, high fives and handshakes are acceptable;

Keeping professional conduct a high priority.

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Certification and Licensure of Instructional Staff

All teachers are required to hold a current California teaching credential, certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**. Staff who are required to possess state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/certification required of the position may result in disciplinary action, up to and including release from at-will employment.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated, or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate

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unlawful harassment, discrimination, or retaliation has occurred.

<u>Prohibited Unlawful Harassment</u>

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

<u>Prohibited Unlawful Sexual Harassment</u>

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All employees will receive two (2) hours of sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training within six (6) weeks of the new school year. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

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- Physical assaults of a sexual nature, such as:

  - Rape, sexual battery, molestation or attempts to commit these assaults and

  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:

  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to

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raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other MPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All personnel information and information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Employees at the worksite and teleworking must ensure confidential information is maintained in a secure location restricted from access by unauthorized third-parties.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

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Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and avoid situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent actual or perceived conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

No Smoking

All School buildings and facilities are non-smoking facilities.

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GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Any act or threat of violence must be immediately reported to **the Principal (or MERF Human Resources)**.

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review. Additionally, the School has adopted a reopening plan to address the safe reopening and operating of MPS schools following the school closure due to COVID-19. Employees must carefully review and comply with the reopening plan for which they will receive training and further instruction during Professional Development training and as needed.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Employees are encouraged to be aware of their surroundings and be on the lookout at all times for any unusual circumstances, such as unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desks and offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School employee and supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately.

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Employees shall be observant of any workplace conditions that may be a cause or contributor to the spread of illness caused by virus and disease, including unclean surfaces, personal illness or the possible illness of others, or work conditions that may seem unsanitary or in violation of any active public health or government order.

To maintain occupational safety, the School may adopt and enforce any government or agency approved measures for evaluating and enforcing employee health and wellness, including health screenings, assessments, or checks.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident, injury, or possible cause of COVID-19 occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. All School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee or employee permission. School property includes all desks, electronic devices, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to School property to any person, including those who refuse to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter, or if it is conducted

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in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account. **Employees are required to promptly respond to work emails and communications. Exempt employees must respond within 1 day, and nonexempt employees must respond within 1 business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse to the School.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide **the I.T. Coordinator** with all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright.

Employees are not permitted to use the School's communications equipment and technology to view content or images that are obscene, pornographic, and/or harmful to minors. The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs with little or no

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educational value may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Telework Policy

Purpose

MPS recognizes approved teleworking as a necessary work arrangement while Magnolia school campuses and the home office are closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during Magnolia school closures due to COVID-19.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a Magnolia-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with Magnolia, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, Magnolia has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Except for employees who are otherwise notified, all Magnolia employees are expected to continue performing their work duties via teleworking. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all Magnolia policies and procedures when teleworking, including all of the foregoing set forth in Magnolia's most recent Employee Handbook. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by Magnolia and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive prior written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of Magnolia and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of Magnolia;

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- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of Magnolia data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet Magnolia's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, meetings, messages, etc., as applicable, to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication And Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other Magnolia stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, Magnolia stakeholders, and Magnolia generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of Magnolia's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow Magnolia or its authorized agent to investigate and/or inspect the telework site as needed.

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Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, And Furniture

Magnolia will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Magnolia will not provide office furniture for the workspace at home and the employee's home work-site must be minimally equipped to serve as a remote workspace.

Laptop devices and internet hotspots will be supplied and maintained by the Magnolia, subject to availability. Any equipment provided by Magnolia to the employee shall remain the property of Magnolia. Equipment supplied by Magnolia is to be used for work purposes only. Employees must sign an inventory of all Magnolia property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of Magnolia property. Employees shall be held liable to Magnolia whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of Magnolia property. Upon cessation of a telework assignment, all Magnolia property must be returned to Magnolia.

All other necessary technology shall be supplied by the employee as approved by Magnolia. All technology supplied by the employee shall be maintained by the employee. Magnolia accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for a Magnolia-related use shall be eligible for a reimbursement pursuant to the "Reimbursement" section below. Any employee who proposes to supply their own personal technology for Magnolia related work shall notify their supervisor of the same and provide an inventory of such personal technology.

Reimbursement

Magnolia shall reimburse employees for actual and necessary expenses incurred by the employee for purposes of carrying out Magnolia business when such expenses are expressly authorized and preapproved by Magnolia. Such reimbursement shall be calculated as follows:

Magnolia shall reimburse an employee's costs for internet based upon a reasonable percentage of work-related use, up to $15 per month. Additionally, Magnolia will reimburse an employee's cell phone bill based upon a reasonable percentage of work-related use, up to $10 per month. Phone expenses are limited to the *employee's share* of the plan, taxes, and access fees. For example, an employee on a "family plan" may receive reimbursement only for the cost of their phone line.

Employees who believe their expenses exceed the reimbursement amounts described above shall be required to submit copies of their expenses, such as the internet and/or cell phone bill at issue, for review. Such bills may be redacted as needed to remove any private/confidential information.

Information Security And Confidentiality

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Employees must never provide any third parties access to Magnolia network or share network access passwords, and must comply with all policies and procedures related to information security and network access, including policies and procedures contained in the Magnolia Employee Handbook.

Consistent with Magnolia's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any Magnolia materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and shall not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of Magnolia materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

<u>Performance Standards</u>

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

<u>Professional Boundaries</u>

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members, including as detailed in the "Professional Boundaries: Staff/Student Interaction" policy. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

<u>Evaluation & Duration</u>

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

Magnolia may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Magnolia shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at Magnolia following the COVID-19 pandemic.

Use of Personal Property

Employees are not encouraged to bring in personal property or materials for use in the School setting. If an employee has a personal property item he or she would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item. The employee assumes all liability for any damage or injury caused by bringing in a personal property item. The employee may be subject to discipline for a violation of this policy. The School will not be liable for

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lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.

Security Cameras on Campus

MPS has authorized the use of security cameras in public areas of MSA-2, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff.

Private areas of campus, such as private employee offices, restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal or inappropriate conduct. In such cases, MPS cannot guarantee that security camera footage will be kept private.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

Social Media

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

School equipment, including its computers and electronics systems, may not be used for these purposes;
Employees may not use or post images of students or student information or work;
Student and employee confidentiality policies must be adhered to;
Employees must make clear that the views expressed in their blogs are their own and not those of the School;
Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
Employees are not authorized to publish any confidential information maintained by the School;
Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings are disruptive to the School or violate this or other School policies.

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Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Human Capital Management System Employee Self Service Portal. Such changes include: change in name, address, telephone number, personal information if required for insurance purposes (e.g., marital/domestic partnership status, number of dependents) and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and deemed a work made for hire and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must acknowledged the author or owner.

Media Contacts

All media inquiries regarding the School and its operations must be referred to the **CEO**. Only the **CEO** is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **CEO**, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the **CEO** before publication.

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HOURS OF WORK, OVERTIME AND ATTENDANCE

Employee Classifications

An employee's salary and benefits depend on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the Human Resources Department for more details.

Classification Type	Definition	Eligible Benefits
Full-Time Salaried	Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period.	- STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement Program
Full-Time Hourly	Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period.	- STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave Hours/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement
Part-Time Hourly	Employed on a regularly scheduled basis of **20.00 to 29.99 hours per week** for a non-specified time.	- STRS/PERS - Sick Leave
Part-Time Hourly	Employed on a regularly scheduled basis of **19.99 or less hours per week** for a non-specified time.	- Sick Leave - Not eligible for any other benefits
Temporary/Seasonal Full-Time	Employed on a regularly scheduled basis of **30+ hour per workweek for a finite period of time** (though they are still at-will employees).	- Sick Leave - Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.
Temporary/Seasonal Part-Time	Employed on a regularly scheduled basis of **29 or less hours per week for a finite period of time** (though they are still at-will employees)**.**	- While this position may be eligible for Sick Leave, it is not eligible for any benefits.
Independent Contractor	Independent Contractors are non-employees.	Not eligible for any benefits.

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Work Hours and Schedules

The School's normal operating hours are from **7:30 a.m. to 4:00 p.m.**, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. *Typical working hours for hourly non-exempt employees may be as follows:

REGULAR WORKING HOURS*	
School Level: Full-time office staff	7:30 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
School Level: All other full-time employees	7:45 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
CMO Level: All full-time MERF employees	8:30 a.m. – 5:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) -minute breaks)

* Working hours may vary from one School site to another.

Employee work schedules and pay may fluctuate depending on the workload:

Employees may have to work hours beyond their normal schedules as work demands require.

Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.

Employees are expected to attend weekly staff meetings and other mandatory training and meetings.

Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teacher is expected to offer at least two after school programs per week.

As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.

As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.

Employees are expected to perform other duties as requested by their **direct supervisor**.

Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis. Generally, teachers and administrators are exempt from earning overtime pay. Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees. Non-exempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules, however, the operational needs of the School are

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paramount. All overtime work must be previously authorized in writing by **the Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law.

Make Up Time

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and may not result in the employee earning overtime. The makeup time must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged, and is based on the availability of work.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth (5th) hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use

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their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Pay Days

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1st of the month to the 15th of the month (with paychecks available on the 20th of the month) and the 16th of the month to the end of the month (with paychecks available on the 5th of the following month). For 12 month employees, the School pays up to twenty-four (24) pay periods. For 11 month employees, the School pays up to twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30th. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay no later than the next day of work after the day(s) off.

Employees should promptly notify **the Principal (or MERF Human Resources for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

Payroll Withholdings

As required by law, the School shall make all required withholdings, including:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every payroll deduction is explained on the check voucher. Employees are directed to contact Human Resources with questions.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees) and by updating the Human Capital Management System Employee Self Service Portal**. The Human Resources Department also maintains a supply of forms.

It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)** by updating his/her Human Resource Management System Employee Self Service Portal.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social

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Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses the Board approved employee pay raise scales to determine the salaries for **full-time teaching staff and non-classroom based academic personnel and school leaders**. MERF employees and classified employees pay are determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.

Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days. If it is necessary to be absent or late, the employee must arrange it in advance with a **direct supervisor.** If it is not possible to arrange the absence or tardiness in advance, the employee must notify a **direct supervisor** no later than one-half (1/2) hour before the start of the workday. Teachers are also responsible to have a substitute folder for use when they are absent from school. If the employee is absent from work longer than one day, they must keep their **direct supervisor** sufficiently informed of the situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, as shown below in the Disciplinary Action Chart for Tardiness.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment. The actual amount of time used during the tardiness will be subtracted from employee's vacation or sick leave hours (if related to a sick leave purpose) for each tardiness, in one (1) hour increment. Once all sick leave/vacation is used, employee's tardy hours will be reflected as unpaid time off.

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CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES		
	OCCURRENCES/DAYS	**STEP AND ACTION**
TARDINESS	1 -3 tardiness	Verbal Warning
	The 4th tardy	Written Warning.
	The 5th tardy	Staff member will also be placed on an Improvement Plan.
	6th and subsequent tardiness	Disciplinary: The employee may be subject to further discipline or dismissal.
ABSENCES	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
NO CALL/NO SHOW	3 consecutive days	Considered job abandonment, which can lead to termination.

Timecards and Records

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction request must be approved by the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's time card. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular

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working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal.**

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours. All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If the employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their **direct supervisor** before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CBEST, RICA, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, and US Constitution exam fees are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**.

MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor.

All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.

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STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1)   Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.

2)   Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.

3)   Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

4)   Skirts and dresses should be no higher than three (3) inches above the knee.

5)   All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

6)   For safety purposes, earrings must not dangle more than one (1) inch below the ear.

7)   Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

8)   Appropriate shoes must be worn at all times.

9)   Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

10)   Supervisors will inform employees of any specific dress requirements for their position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment

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relationship the employee has with the School.

Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by the School;

Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;

Unacceptable job performance;

Improper use or release of confidential information without authorization;

Unexcused/unreported absence and/or lack of punctuality;

Improper use of sick leave;

Working unauthorized overtime or refusing to work assigned overtime;

Misuse of School property or funds;

Improper use of School equipment, materials, time or property;

Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.

Failure to maintain a required license, certification or permit current and in good standing;

Horseplay or other unnecessary or inappropriate physical contact;

Sleeping or malingering on the job;

Refusal to communicate with students, parents, supervisors, or other employees;

Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;

Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non-offensive and appropriate for the workplace;

Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;

Failure to comply with the School's safety procedures;

Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;

Immoral or indecent conduct;

Fighting or instigating a fight on School premises;

Gambling on school premises;

Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;

Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;

Dishonesty;

Falsification, fraud or omission of pertinent information when applying for a position;

Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;

Theft or embezzlement;

Willful destruction of School property;

Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;

Possession of firearms, or any other dangerous weapon, while on campus or while working for the School;

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Violation of the discrimination, harassment or retaliation policy;
Engaging in sabotage or espionage (industrial or otherwise);
Any willful act that endangers the safety, health or wellbeing of another individual;
Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School; and
Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.

Off-Duty Conduct

While the School does not seek to interfere with the lawful off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the School;
Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
Additional employment that impairs or has a detrimental effect on the employee's work performance with the School;
Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
Additional employment that directly or indirectly competes with the business or the interests of the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment. The School will advise the employee of whether a conflict appears to exist based on the information provided. The School assumes no responsibility for this determination or the employee's other employment. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment. Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.

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EMPLOYEE BENEFITS

Holidays and Vacations

School Holidays

The School recognizes the following holidays. All exempt and non-exempt **full-time** employees will receive the following paid holidays in 2021-2022:

School Holidays	Dates
Independence Day	July 5, 2021 (for 12month employees)
Labor Day	September 6, 2021
Veterans Day	November 11, 2021
Thanksgiving Day*	November 25, 2021
Day after Thanksgiving*	November 26, 2021
Christmas Holiday**	December 24, 2021
Winter Break Holiday**	December 27, 2021
Winter Break Holiday**	December 28, 2021
New Year's Holiday**	December 30, 2021
New Year's Holiday**	December 31, 2021
M. L. King Day	January 17, 2022
Presidents' Day	February 18, 2022 (Only Santa Ana and San Diego) **and** February 21, 2022 (All MPS)
Cesar Chavez Day	March 28, 2022 (excluding San Diego)

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Spring Break Holiday***	MSA-SD: March 30, 2022 MSA-SA: April 6, 2022 MSA1 to 8: April 13, 2022
Spring Break Holiday***	MSA-SD: March 31, 2022 MSA-SA: April 7, 2022 MSA1 to 8: April 13, 2022
Memorial Day	May 27, 2022 (Only San Diego) **and** May 30, 2022 (All MPS)

* Falls during Thanksgiving Break
** Falls during Winter Break
*** Falls during Spring Break

School Breaks

All **full-time** exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):

    Thanksgiving Break (including Thanksgiving Day and the Day after Thanksgiving)
    Winter Break (including the Christmas Day, Winter Break Holiday, and New Year's Day)
    Spring Break (including Spring Break Holiday)

Part-time, temporary, and seasonal employees, and independent contractors, are not compensated during School breaks.

Full-time **education specialists, school psychologists, college counselors, and school social workers** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If employees have any questions about their employment classification, they should consult with **MERF Human Resources**.

SCHOOL BREAKS	DATES
Full-time teaching staff:	
Thanksgiving Break	November 22-26, 2021
Winter Break	December 20, 2021 – January 07, 2022 (For San Diego: December 20, 2021 – December 31, 2021)
Spring Break	For San Diego: March 28, 2022 –April 01, 2022 For Santa Ana: April 4, 2022-April 8, 2022 For MSA1 to 8: April 11, 2022 – April 15, 2022
School administrators, classified exempt 12 month employees, and MERF employees:	
Thanksgiving Break	November 24-26, 2021
Winter Break	December 22, 2021 – January 07, 2022 (For San Diego: December 22, 2021 – December 31, 2021)
Spring Break	For San Diego: March 30, 2022 –April 01, 2022 For Santa Ana: April 6, 2022-April 8, 2022 For MSA1 to 8: April 13, 2022 – April 15, 2022

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Deleted: Typically, **full-time teaching staff/non-classroom based academic positions** will have five (5) days of paid Thanksgiving Break, fifteen (15) days of paid Winter Break (ten (10) days of paid Winter Break for San Diego), and five (5) days of paid Spring Break. Full-time **School-site administrators, classified exempt 12 month employees, and MERF employees** will have three (3) days of paid Thanksgiving Break, three (3) days of paid Spring Break, and thirteen (13) days of paid Winter Break (eight (8) days of paid Winter Break for San Diego).

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If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the School administrators and MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.

Floating Holidays
All full-time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

Vacation
The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time12 month** employees accrue vacation from the date of hire at the following accrual rates:

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*ELIGIBLE EMPLOYEES	VACATION ACCRUAL	MAX CAP
School Administrators	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours
School Classified Employees	Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year	200 hours
MERF Employees	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above. Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for full-time classified employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

All 11 month employees, including non-classroom based academic employees and teaching staff, do not accrue vacation.

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For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents,

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grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (2) sick leave hours per pay period. The maximum accrued sick leave is eighty (80) hours per year. Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment.

Employees may roll over up to eighty (80) hours of paid sick leave from year to year.

MPS EMPLOYEE SICK HOURS			
	BEGINNING	ACCRUAL	MAXIMUM ACCRUAL
11-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
12-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
PART-TIME	48 hours	X	N/A
SEASONAL/TEMPORARY	0	1 hour for every 30 hours worked	80 hours

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour.

Sick leave is intended to be used only for the qualifying purposes stated above. MPS will not tolerate abuse or misuse of sick leave. If an employee is absent longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work may be required.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

The School may offer to buy back unused paid sick leave days at $150 per day, at the School's discretion, by the end of June. Employees must work for the School for at least ninety (90) days of their work year each year before they may be eligible for the School to buy back their paid sick leave. For employees who do not complete ninety (90) days by June 30 and are therefore ineligible for the buy back, their paid sick leave will roll over up to the maximum cap. The School will not buy back any paid sick leave from new or continuing employees who (1) fail to work for the School for ninety (90) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

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Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);

Accident involving his/her person or property or the person or property of a member of his/her immediate family;

Appearance in court as a litigant, or as a witness under official order;

Adoption of a child;

The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;

Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance, unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

MERF Offered Benefits Chart

		Full-Time						Part-Time (20-29.99hr/week)	Part-Time (less than 20hr/week)	Temporary/Seasonal		
Status	School Admin Home Office	Classified				Teacher		Classified		Teacher/Classified		
Duration	12-Month	12-Month		11-Month		11-Month		Part-Time		Part-Time	Full-Time	
Salary Type	Salaried	Salaried	Hourly	Salaried	Hourly	Salaried	Hourly	Hourly		Hourly	Salaried	Hourly
Bereavement Hours	40	40	40	40	40	40	40	40	40	NO	NO	NO
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO
Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hours worked	1 hr per 30 hours worked	1 hr per 30 hours worked
Vacation Hours	160	120	120	NO	NO	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	✧	✧
Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
Tuition Reimbursement (BTSA, Master's, Ph.D.)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
Paid Time Off (Fall, Spring, Winter Breaks)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

✧ Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the

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length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

INSURANCE BENEFITS

Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll legal dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for employees who select the PPO selection or a greater amount of insurance coverage. The School may provide the employee a stipend payment at the rate of $150 per month if he or she is enrolled in a separate health insurance benefit program *and declines all employer-sponsored health insurance benefits* (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees who will receive or have employer-sponsored health insurance coverage through an actively working spouse of MPS.

After the end of the open enrollment or once the employee selects a plan, employee may not cancel or convert from HMO to PPO or vice versa until the next open enrollment unless there is a qualifying event such as birth of a child, loss of coverage, marital status.

Part-time, and temporary/seasonal employees working less than 30 hours per week are not entitled to health benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

When Coverage Starts

Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee is responsible for logging into MPS's Human Capital Management System and properly enrolling in any selected plans.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are out of work related to an injury, subject to SDI eligibility requirements. The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF Human Resources** may be available to assist.

Family Leave Insurance

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Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to eight (8) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee. Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF Human Resources** may be able to assist.

Life Insurance

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the Human Resources Department for coverage details.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

COBRA Benefits

Continuation of Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

> Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
> Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

> The employee dies while covered by the plan;
> The employee and his/her spouse become divorced or legally separated;
> The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reached age sixty-five (65); or
> The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

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Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:
Premiums for continued coverage are not paid within thirty (30) days of the due date;
The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or his/her spouse or child, as applicable) may have;
MPS stops providing group health benefits;
The employee (or his/her spouse or child) become entitled to Medicare; or
The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.

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LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria:

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events that may Entitle an Employee to FMLA/CFRA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will each be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);

a. A "serious health condition" is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

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d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes.

When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken:

FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave:

An employee on FMLA/CFRA leave because of his/her own serious health condition may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the

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School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law

An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

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Medical Certifications:

An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave:

An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may

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be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

<u>Return to Work:</u>

Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

<u>Employment during Leave:</u>

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

<u>Employee Eligibility Criteria:</u>

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

<u>Events That May Entitle an Employee to Pregnancy Disability Leave:</u>

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The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability

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leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

The employee fails to return from leave after the designated leave period expires.

The employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications:

An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

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If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

● The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

● There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Unpaid Leave of Absence

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MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums.   Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Funeral/Bereavement Leave

All MPS employees excluding temporary/seasonal employees will be allowed up to **five (5)** paid consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal and Human Resources department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the

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employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at the employees request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by the employee. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources.** The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

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Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Employees must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to act as an election official as far in advance as possible.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. The employee must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to serve on a jury or as a witness as far in advance as possible.

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to

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employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact **MERF Human Resources**.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF employees)** to request and schedule time off to vote.

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Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure the employee receives any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

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Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources.**

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RETIREMENT

Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

MPS Home Office Staff Members

Full-time Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or 401(K) Retirement Plan.

Oversight of Benefits

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. MERF will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the MERF will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. MERF assures that it will provide retirement information in a format required by the Counties.

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EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor.** MERF may utilize secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that is has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the online platform provided by MERF. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. These policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

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An exit interview may be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of $150 per day. The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for ninety (90) consecutive days of the new work year. Additionally, employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from the School. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

Deleted: or at the employee's current rate of pay, whichever is lower	
Deleted: thirty (30)	

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

References

All requests for references and employment verifications must be promptly directed to the employee's **direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held and length of service. The School may be required to disclose when an employee has been reported to the CTC for allegations of misconduct. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

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INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees. Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF Human Resources for MERF employees)** with questions or concerns. If the situation is not satisfactorily resolved, the employee should contact **MERF Human Resources**, preferably in writing, who may further review the issue.

Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to **the CEO** or **Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints:
(Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the employee's **direct supervisor**. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the CEO (or designee) for MERF employees):**

> The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF employees)** as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
> The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. **The Principal (or the CEO for MERF employees) (or designee)** will then investigate the facts and provide a solution or explanation;
> If the complaint is about the Principal**,** the complainant may file his or her complaint in a signed writing to the **CEO (or designee.) The CEO (or designee)** will then investigate the facts and provide a solution or explanation;
> If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the President of the School's Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. **The Board President or investigator** will report his or her findings to the Board for review and action, if necessary.

Policy for Complaints Against Employees:
(Complaints by Third Parties against Employees)

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This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the CEO** (if the complaint concerns the Principal) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the CEO (or the Board President)) (or designee)** shall abide by the following process:

> **The Principal (or the CEO) (or designee)** shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
>
> In the event that **the Principal (or the CEO) (or designee)** finds that a complaint against an employee is valid, **the Principal (or the CEO) (or designee)** may take appropriate disciplinary action against the employee. As appropriate, **the Principal (or the CEO) (or designee)** may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
>
> **The Principal's (or the CEO's) (or designee's)** decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements:

> Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
>
> Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
>
> Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MERF employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer. Any modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

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APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

> *It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*
>
> *If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.*
>
> *Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*
>
> *MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*
>
> *In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*
>
> *Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____
_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____   Date: _____
Signature of Complainant

_____
Print Name

Received by:_____   Date: _____
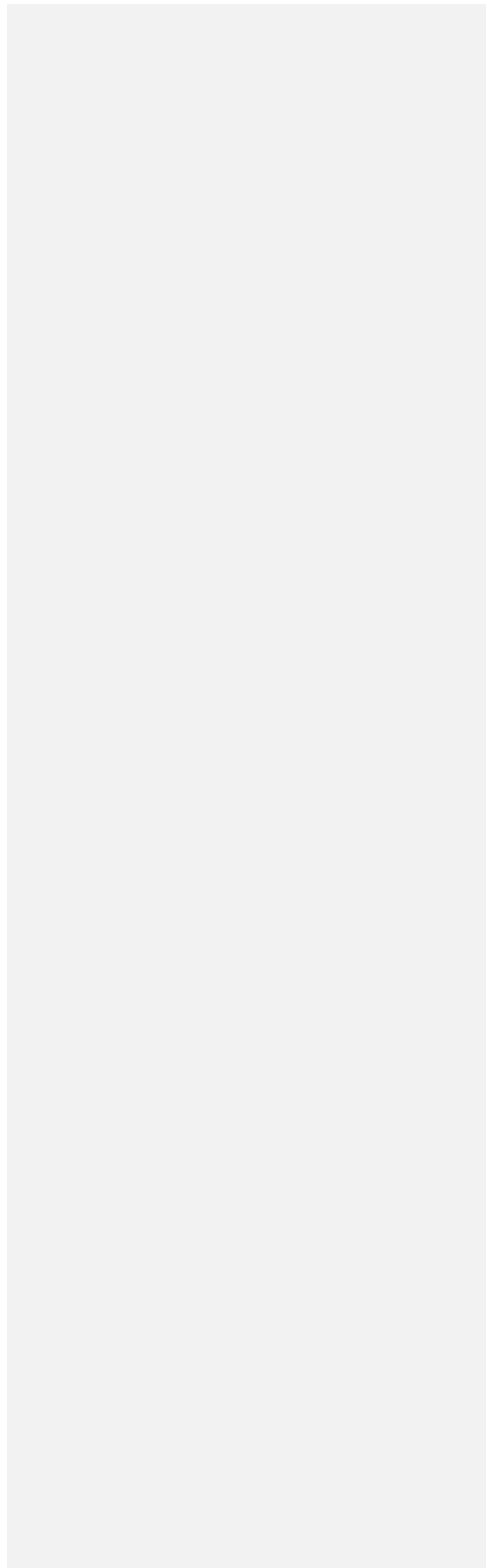
APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____   Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____   Date: _____

Page 33: [1] Deleted   Derya Hajmeirza   6/3/21 8:57:00 AM

ITEM	PAGE 20/21	PAGE 21/22	TYPE of REVISION	2020-2021 MPS EMPLOYEE HANDBOOK	2021-2022 MPS EMPLOYEE HANDBOOK
	COVER	COVER	Change	2020-2021	2021-2022
	4	4	Change	Failure to maintain current TB test results may result in disciplinary action, up to and including release from at-will employment.	Failure to maintain current TB test results may result in **placement on inactive status for failure to meet the minimum conditions of employment, or** disciplinary action, up to and including release from at-will employment.
	32	32	Change	2020-2021 School Holidays Calendar and Dates	2021-2022 School Holiday Calendar and Dates
	32	32	Change	regular	exempt and non-exempt
	33	33	Delete	Typically, full-time teaching staff/non-classroom based academic positions will have five (5) days of paid Thanksgiving Break, fifteen (15) days of paid Winter Break (ten (10) days of paid Winter Break for San Diego), and five (5) days of paid Spring Break. Full-time School-site administrators, classified exempt 12 month employees, and MERF employees will have three (3) days of paid Thanksgiving Break, three (3) days of paid Spring Break, and thirteen (13) days of paid Winter Break (eight (8) days of paid Winter Break for San Diego).	X
	33	33	Change	advisors	counselors
	33	33	Add	X	and school social workers
	33	33-34	Change	2020-2021 School Breaks	2021-2022 School Breaks
	34	34	Delete	With the exception of certificated instructional staff (e.g., teachers and non-classroom based academic personnel),	X
	34	34	Change	all full time, *12 month	All full time 12 month
	34	34	Change	*	All
	35	35	Delete	the employee's rate of pay or	X
	35	35	Change	thrirty (30)	ninety (90)
	35	36	Add	thrirty (30)	ninety (90)
	36	36	Add	X	For employees who do not complete ninety (90) days by June 30 and are therefore ineligible for the buy back, their paid sick leave will roll over up to the maximum cap.
	57	57	Delete	or at the employee's current rate of pay, whichever is lower.	X
	57	57	Change	thrirty (30)	ninety (90)

APPENDIX 2 : CHANGES MADE TO THE 2020-21 HANDBOOK & REVISIONS & CONTRIBUTIONS (X= WAS NOT AVAILABLE)

Cover Sheet

Approval of Contract for John Buck

Section:	IV. Action Items
Item:	A. Approval of Contract for John Buck
Purpose:	Vote
Submitted by:	
Related Material:	John Buck Financial Services Contract.pdf

Board Agenda Item:	IV A: Action Item
Date:	June 10, 2021
To:	Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, Chief Executive Officer and Superintendent
	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Contract for Financial Advisor Buck Financial Advisors LLC

I.   Proposed Recommendation(s)

Staff recommends and moves that the Board approves the selection of Buck Financial Advisors LLC as a financial advisor to MPS to assist in the sourcing of financing for MPS facilities projects and further recommends and moves that the contract presented by Buck for such services, attached as Exhibit A, be approved with such final edits as Staff may deem advisable and in the best interests of MPS.

II.   Background

MPS anticipates multiple facilities projects over the next few years that will require financing. Such projects include, but are not limited to (1) the purchase and renovation of the property immediately adjacent to the MSA-1 middle school building located at 18238 Sherman Way, (2) the renovation of the MSA-1 middle school building parking lot to create recreation and open space, (3) the acquisition, via purchase or lease, and renovation of a new campus for MSA-5, which is temporarily relocating to the MSA-1 campus for the 2021-22 school year, and (4) an expansion of MSA-7 on its current campus which may include modular construction, stick built construction and site improvements. In addition, when it is able MPS would like to refinance its existing bond indebtedness – 2014 and 2017 tax exempt bonds – to receive more favorable terms.

MPS enjoys a solid working relationship with the holder of its existing indebtedness, Hamlin Capital Management. Nevertheless, Staff believes it would be prudent to hire its own advisor who can present MPS with multiple options – bank debt, CDFI debt, etc. – to finance future projects rather than simply relying on one source of funding. Rather than MPS Staff approaching multiple different lenders and underwriters to endeavor to find the financing with the most favorable terms, something which would be time consuming, MPS will be able to use Buck Financial for that purpose.

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210610 - Board Report re Buck Financial Services Contract

June 10, 2021
Page 2 of 4

III. Procurement

Over the last few months, MPS has spoken with multiple parties about assisting MPS with securing financing, including Hamlin, BB&T Capital Markets, Urban Futures, Equitable Facilities Fund (EFF), and Self-Help (a CDFI). Each party only offers its own product or specializes in one product. For example, BB&T will principally steer clients to the tax exempt bond market.

Staff spoke with John Buck, principal of Buck Financial Advisors LLC, on May 4, 2021 to discuss his expertise and what services he can offer MPS. While he was the General Counsel of, and a Project Director, with Pacific Charter School Development (www.pacificcharter.org), MPS General Counsel and Director of Facilities, Patrick Ontiveros, became acquainted with John. John frequently helped Pacific Charter clients arrange for financing to purchase the facilities Pacific Charter had developed for them.

According to Buck Financial's website (http://buckfinancial.net/), "Buck Financial Advisors LLC is a full-service financial advisory firm specializing in charter school facility finance. Based in Denver, Colorado, Buck Financial works with charter schools nationwide. Our firm is not tied to one type of financing source, but rather tailors a financing strategy to meet the needs and objectives of the client through in-depth charter school knowledge and comprehensive investment and advisory services." It further provides, that it is "a full-service financial advisory firm specializing in charter school facility finance. Based in Denver, Colorado, Buck Financial works with charter schools nationwide. Our firm is not tied to one type of financing source, but rather tailors a financing strategy to meet the needs and objectives of the client through in-depth charter school knowledge and comprehensive investment and advisory services." Finally, it provides that "Buck Financial adds value by ensuring the financing meets your needs to flexibly operate in a changing marketplace. Often, the terms of a financing can impose unnecessary and inflexible terms which impact your ability to run your program. This is because many firms have only one financing source. Others simply act as "brokers", putting borrowers in contact with one-source firms, but playing no valuable role in the transaction (though their fee would indicate otherwise). Buck Financial is different in that we have experience with, and access to, multiple financing options and we take a meaningful role in your transaction to ensure your needs are met." To date, Buck Financial has assisted charter schools with over $4.8 billion in financings.

Buck Financial only gets paid upon the successful completion of a financing and has proposed a fee of 0.325% of the financing as its fee. As an example, if Buck arranges financing of One Million Dollars ($1,000,000), his fee will be Three Thousand Two Hundred Fifty Dollars ($3,250). Any fee would be payable from the financing itself. Both Buck Financial and MPS may terminate the contract at any time for any reason or no reason. There is a cap of $225,000 in the draft contract attached as Exhibit A which anticipates an overall financing of $60 Million. Finally, completion of the services must be agreed upon by both Parties.

Staff spoke with KIPP SoCal to evaluate their experience with Buck and they commented that he added a great deal of value in the area of sourcing financing that they would not otherwise have been able to obtain without his assistance.

IV. Budget & Conclusion

Based on the foregoing, MPS Staff recommends that MPS sign a contract with Buck Financial Services LLC substantially similar to the one attached as Exhibit A with such changes as MPS Staff may

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210610 - Board Report re Buck Financial Services Contract

June 10, 2021
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determine is in the best interests of MPS. Since any fees will be paid from the proceeds of any financing, there will be no effects on MPS or any MPS school's operating budget.

Exhibit A

Agreement for Financial Advisory Services

Buck Financial Services LLC

210610 - Board Report re Buck Financial Services Contract

AGREEMENT FOR FINANCIAL ADVISORY SERVICES

This Agreement for Financial Advisory Services ("Agreement"), entered into this _____ day of _____ 2021 (the "Effective Date"), by and between Buck Financial Advisors LLC, a Colorado limited liability company ("Buck") and Magnolia Educational & Research Foundation (MERF), a California nonprofit public benefit corporation, together known for purposes of this Agreement as the "Parties" and each individually as a "Party.".

WITNESSES:

A.   MERF is a California non-profit public benefit corporation and organization described under Section 501(c)3 of the Internal Revenue Code of 1986 which holds the charter to and operates multiple charter schools, and owns or leases the facilities in which such charter schools operate;

B.   MERF seeks to obtain financing for certain charter school facilities;

C.   Buck is an independent financial advisor and registered municipal advisor that is experienced in providing financial advisory services to charter schools regarding facility finance, and is willing to assist MERF with a variety of means of obtaining financing for charter school facilities;

D.   MERF wishes to exclusively engage Buck as its financial advisor for the purposes of providing such advisory services. MERF may from time to time engage or contract with a broker/dealer or commercial banking firms for the purpose of providing underwriting and other services or direct loans related to the development and implementation of a plan of finance that involve securities. Buck is not a broker/dealer, and does not provide underwriting or lending services.

Now, therefore, in consideration of the terms and conditions stated in this Agreement and of other valuable consideration, the receipt and sufficiency of which the Parties hereby acknowledge, the Parties hereby agree to the following:

1.   **Definitions**: The following terms shall have the meanings set forth below:

   i.   Issuer shall mean the administration, county board, city council, town board, school board, municipal authority, or other body or assembly charged with the issuing of bonds or other indebtedness for the benefit of MERF.

   ii.   Obligations shall mean bonds, notes, certificates of indebtedness, loans, or any other instrument of indebtedness such that may be issue or entered into by and for the benefit of MERF whether by an

Agreement for Financial Advisory Services
May 12, 2021
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Issuer, by a private lender, or otherwise, to obtain funds for the Project (defined below);

    iii.   Project refers to all financing (including refinancing) activities (i) with respect to the physical facilities housing the operations of the MERF charter schools during the Term (defined below), and (ii) as to which MERF shall have directed Buck, in writing, to perform the Services (defined below).

2.   **Services to be provided by Buck**. It is the express intent of both Parties that Buck shall serve as the exclusive financial advisor to MERF. Buck will assist, as requested and in consultation with MERF and its designated officers and representatives, in formulating a variety of advantageous options for MERF's undertaking of the Project, and for assisting MERF in implementing the strategy and structure of the Project-related option(s) selected for execution, including but not limited to the services outlined below (the "Services").

    i.   Design and assist in implementing funding strategies and sources of funding the Project and obtaining terms and conditions for such funding for consideration by MERF;

    ii.   Assist with the development of a plan of finance in conjunction with MERF administration;

    iii.   Assist with the development of the financing terms and structures of various options to finance the Project;

    iv.   Assist with the development and implementation a strategy to maximize the bond rating, when applicable, consistent with MERF goals and business plans;

    v.   Prepare or have prepared written reports outlining the feasibility of the Project, including a report of an Independent Management Consultant covering the issuance of additional debt, if necessary;

    vi.   Assist with development of financing projections and pro forma financial statements, including preparation of a report regarding the issuance of additional debt under the terms of the existing finance documents;

    vii.   Participate in visits with credit rating agencies, insurers, and potential investors in MERF's Obligations, as requested by MERF;

    viii.   Attend meetings as requested by MERF; and

    ix.   Provide other services as requested by MERF, as reasonable and appropriate.

Agreement for Financial Advisory Services
May 12, 2021
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3.   **Compensation for Services**. In consideration of Buck providing the Services, Buck shall be entitled to receive, and MERF shall pay Buck, a fixed fee not to exceed $225,000.00 promptly upon completion of Services<u>, such completion as agreed upon by both Parties</u>. Buck and MERF will negotiate in good faith the exact fee owing for the Services for each financing during the Term (defined below). This compensation is not contingent upon the size or completion of any securities transaction, and Buck has not entered into any fee-splitting arrangements.

4

    i.   Reimbursement of Expenses. In addition, MERF shall reimburse Buck for all reasonable, required and documented out-of- pocket expenses incurred by Buck in connection with the financing of any Project or incurrence of any Obligation covered by this Agreement, with the only exceptions being for expenses of telephone, email and facsimile. A cap of $2,500.00 per transaction will apply to this reimbursement.

5.   **Term of Agreement**. This Agreement shall commence on the Effective Date and continue through a period (the "Term") that shall expire on the earliest to occur of the following: (i) Three years from the Effective Date, or (ii) upon the receipt by either Party in writing of the intent of the other Party to terminate this Agreement upon 30 days advance notice. If not otherwise terminated under this Section 4 (ii), this Agreement will automatically renew at the third anniversary of the Effective Date for a one-year period. Thereafter, unless terminated, this Agreement will automatically renew on each anniversary of the Effective Date for successive one-year periods.

6.   **Compliance with MSRB Rule G-42**.

    i.   Buck's Registration Statement. A copy of Buck's most-recently filed municipal securities advisor registration statement, the Form MA, is available at www.secinfo.com. The Form MA provides important information such as, details regarding Buck's business, the states where Buck is licensed to conduct business, and disclosure of legal and disciplinary events. Buck's Form MA contains no legal or disciplinary event disclosures.

    ii.   Conflict of Interest. As a municipal advisor registered with the SEC and MSRB, Buck has a duty of care and duty of loyalty to non-profit clients such as MERF, as further described by the MSRB and SEC. Among other things, this means Buck must deal honestly and in good faith with MERF, including disclosing any potential conflicts of interest. Buck is not aware of any conflicts of interest to disclose.

Agreement for Financial Advisory Services
May 12, 2021
Page 3 of 6

7.   **Disputes**. The Parties agree that any disputes arising under this Agreement will be settled by binding arbitration in the county of the MERF's headquarters, with the costs of such arbitration split evenly by the Parties.

8.   **Indemnification**. (a) MERF agrees to indemnify, defend and hold B u c k harmless from and against any and all losses, claims, damages, obligations, penalties, judgments, awards, and other liabilities ("Liabilities") caused by or arising from MERF's acts or omissions with respect to any financing wherein MERF is found in a final judgment by a court of competent jurisdiction (not subject to further appeal) to have committed fraud, gross negligence or willful misconduct related to such financing; provided, however, that such indemnity shall not apply to Buck's own fraudulent, grossly negligence, or willful acts or omissions.

9.   (b) Buck shall indemnify, defend and hold MERF and its directors, employees, officers or agents harmless from and against any Liabilities caused by or arising from : (i) the failure of Buck to comply with federal or state securities law applicable to the giving of advice or the performance of Buck's obligations hereunder; or (ii) Buck's acts or omissions with respect to any financing wherein Buck is found in a final judgment by a court of competent jurisdiction (not subject to further appeal) to have committed fraud, gross negligence or willful misconduct related to such financing; provided, however, such indemnity shall not apply to MERF's own fraudulent, grossly negligence, or willful acts or omissions.

[Remainder of page intentionally left blank]

Agreement for Financial Advisory Services
May 12, 2021
Page 4 of 6

10. **Assignment**. This Agreement is not assignable by the Parties. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective successors, and assigns.

11. **Author**. Neither this Agreement, nor any part thereof, shall be construed for or against any Party solely because such Party, or its representative, was the author or scrivener of this Agreement, or part thereof, or other instrument furnished pursuant to this Agreement.

12. **Modification and Waiver**. No modification, supplement or amendment of this Agreement shall be binding unless executed in writing by the Parties. No waiver of the provisions of this Agreement shall be deemed, or shall constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

13. **Partial Invalidity**. If any provision of this Agreement is declared to be invalid by any court or judicial board for any reason, such invalidity shall not affect the remaining provisions of this Agreement, which shall be fully severable, and this Agreement shall be construed and enforced as if such invalid provision(s) had never been included in this Agreement.

14. **Counterparts**. This Agreement may be executed simultaneously in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Facsimile and portable-document-format (pdf) signatures shall be fully binding on the Parties and shall be deemed as if original signatures.

15. **Confidentiality**. Buck agrees to sign a reasonable confidentiality agreement with respect to any non-public information provided to Buck by MERF.

[Remainder of page intentionally left blank]

Agreement for Financial Advisory Services
May 12, 2021
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In acknowledgement of the terms and conditions of this Agreement, the Parties have signed the same as of the Effective Date set forth above.

Buck Financial Advisors LLC, a Colorado limited liability company

By: _____

John R. Buck, its Authorized Member

Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation

By: _____

Print: _____

Title: _____

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_____

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May 12, 2021
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Cover Sheet

Approval of IXL Agreement for all Magnolia Science Academy Schools

Section: IV. Action Items
Item: B. Approval of IXL Agreement for all Magnolia Science
Academy Schools
Purpose: Vote
Submitted by:
Related Material: IXL Program.pdf

Board Agenda Item #	IV B: Action Item
Date:	June 10, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of IXL Program

Proposed Board Recommendation

Staff recommends that the MPS Board approves the IXL program for all schools.

Background

Our students are at various levels and have different needs. These needs have been exasperated by COVID. Research shows that personalized learning, especially for skills building, is an effective way to accelerate learning and complete unfinished learning. In order to properly personalize learning MPS identified a robust program to support our teachers in this effort. We have successfully piloted the IXL program in MSA-1 and MSA-6 and received positive outcomes and feedback. The program has been properly vetted with MPS academic task force, deans and principals.
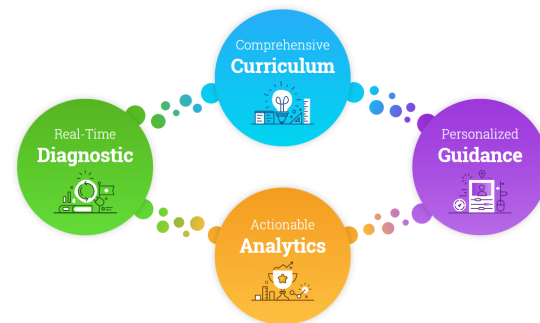
IXL Overview
- Program is a comprehensive TK-12 curriculum, real time diagnostic, personalized guidance, and actionable analytics.
- Provides learning in ELA, Math, Science, and Social Studies.Provides tools to personalize instruction for students to help students progress faster.
- Used by over 12 million students.
- Designed for students to practice 10 minutes per day for students to benefit
- 4 subjects (ELA, Math, Science, Social Studies) This contract is for ELA and Math only
- 8,500+ skills that are finely scaffolded in ELA and Math: TK-12
- Aligned to common core and state standards

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- Skills plans options
  - Common core/state standards
  - Aligned to our textbooks
  - Test prep (NWEA MAP, SAT, PSAT, ACT)
- Works in the background to analyze student knowledge and accurately assess students with no testing time needed
- Provides up to the minute data for teachers to use
- IXL Analytics integrates with the Real-Time Diagnostic and the curriculum to uncover insights
- Makes truly data-driven instruction possible
- For teachers, Analytics means better data and actionable next steps for impacting student learning
- For administrators, IXL School Analytics delivers up-to-the-minute data on teacher engagement and student growth
- Generates personalized guidance for students based off students' work
- These personalized action plans seamlessly link students to the skills that will help them build on their knowledge and remediate gaps in understanding

MPS Implementation

Summer Schools - Free of charge
- 30 minute daily skill building class
  - 2x Math skills using IXL
  - 2x ELA skills using IXL
- Utilize Spring MAP data to personalize learning
- Summer School specific PD will be provided

2021-2022 Academic Year and beyond
- Implementation plans will be created for ELA and Math courses
  - Daily warm-up, station rotations, small group support, early finishers
  - Textbook aligned skill plans
  - Test Prep
- Power classes
  - Standards based skill plans
- Extended learning acceleration courses
  - Personalized skill building
- Integration of MAP data along with real-time diagnostic
- PD will be provided to ELA and Math teachers, as well as school admin
  - TK-2 specialized PD available

Budget Implication Three year contract will cost $159,152 for all students in all MPS schools Extended Learning opportunities and other funding sources appropriately budgeted in all school budgets.

Attachments
1- IXL Program review
2- IXL Quote and Contract for 2021-23 school years for all MPS schools

2021 - 2022 Pricing Proposal

Magnolia Public Schools

May 2021

Dana Dodge

IXL Educational Consultant • 310.717.5934 • danad@ixl.com

About IXL

IXL Learning is dedicated to creating the best educational technology possible. Our flagship product, IXL, is an integrated personalized learning platform that is proven to improve learning outcomes for all students. Today, it is one of the most widely used and trusted educational products in the country.

20+ years of edtech excellence

Over 80 billion questions answered and counting

Used by **11 million** students

Trusted by over **700,000** teachers

Implemented in **95 of the top 100** U.S. school districts
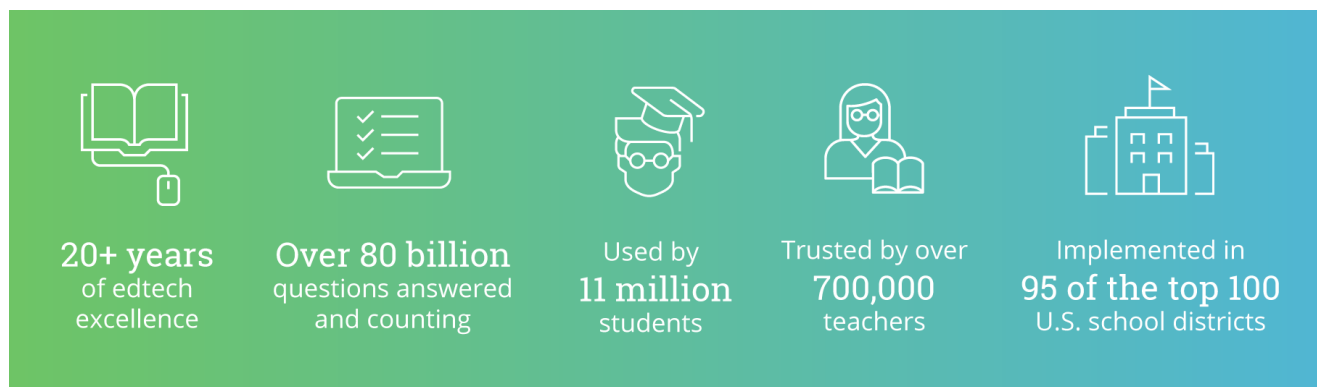
IXL's platform is built on four key components that work together seamlessly to give teachers everything they need to differentiate instruction and help students grow.

IXL's **comprehensive curriculum** offers 8,500+ skills across five subjects to support nearly any learning need from pre-K to 12th grade. Aligned to the Common Core Standards, standards for all 50 states, high-stakes assessments, and many popular textbook series, our extensive content library has the right skills to guide students toward mastery at their own pace.

The **IXL Real-Time Diagnostic** is a fresh approach to assessment that gives teachers a better understanding of their students' needs and how to help them succeed. It provides reliable, up-to-the-minute insights on students' grade-level proficiency in key math and language arts strands, so teachers can make effective instructional decisions every day.

Using insights from both student work in the curriculum and the Real-Time Diagnostic, IXL offers **personalized guidance** for every learner. Our personalized action plans provide a flexible pathway for growth, seamlessly linking students to the skills they need to fill knowledge gaps and build on their current understanding.

IXL Analytics gathers data from student work in IXL and uncovers insights that help teachers make truly data-driven decisions. It provides teachers with better data and actionable next steps to effectively impact student learning. And our District and School Analytics gives administrators a window into student achievement and overall school success.

The IXL Effect

IXL's personalized learning platform is proven to impact student learning, and tens of thousands of schools around the country are already experiencing the IXL Effect. In 24 statewide efficacy studies covering more than 57,000 campuses, IXL schools outperformed all the others—and the longer they used IXL, the better they performed. For evidence of IXL's impact on student achievement, visit **www.ixl.com/research**.

Awards and Recognition

Professional Learning Services

IXL's team of experts is here to help Magnolia Public Schools educators and students achieve their goals—from the district to the school to the classroom. We offer highly engaging professional learning experiences and flexible delivery options.

Professional Learning Recommendation for Magnolia Public Schools:

The IXL Learning Core PD Package:

The IXL Core PD Package is designed to give you everything you need for an effective implementation. Your teachers will learn best practices for using the Real-Time Diagnostic, IXL curriculum, and Recommendations to support daily instruction and personalize learning.

This package includes the following services to be delivered virtually:
- PD planning call (District Leaders)
- Foundations I & II (Math & ELA) for new teachers (two 90-minute webinars)
- Foundations I for Social Studies and Science (middle school only)
- eLearning Library access (free with 3-year license)
- Analytics for School Leaders (District Leaders and site principals) (60 minute webinar)
- IXL Learning for Early Elementary
- Summer School Strategies
- Diagnostic Deep Dive (all teachers and/or district leadership) (90 minute webinar)

not specified in contract

Additional IXL Learning District Partnership Benefits for Magnolia Public Schools:

- **Dedicated Support:** Magnolia Public Schools will receive a dedicated Account Manager to support your system-wide implementation.

- **Periodic Data Reviews:** IXL Learning will provide periodic data reviews and customized data reports upon request.

- **District, Site, and Teacher Analytics**: Magnolia Public Schools will have the opportunity to track student growth and progress over the school year, as well as year over year, with district-level, site-level, classroom and student analytics, all included in the IXL platform.

- **IXL Platform enhancements:** All IXL platform enhancements are included in the quoted subscription rate. (For example, when all middle school math skills feature custom skill videos this fall, there will not be an extra charge to access this new feature.)

- **Technical Integration:** IXL can provide centralized technical integration support for single sign on and LMS integration, as well as autorostering capabilities. *(*LMS integration scope and availability varies, so please check with your educational consultant for options.)*

- **Technical Support and Consultation**: Award-winning IXL apps for iPad and Android devices are free. The IXL Technical support team will provide recommended best practices for implementation and deployment upon request.

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This is not sufficient information on the
above referenced items.
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QUOTE

IXL LEARNING™

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1048955-15
DATE: MAY 17, 2021

TO:
Erdinc Acar
Magnolia Public Schools
250 E 1ST ST STE 1500
Los Angeles, CA 90012

COMMENTS OR SPECIAL INSTRUCTIONS

Includes IXL Learning Professional Learning Core Package:
-PD planning call
-Foundations I
-Foundations II
-Analytics for School Leaders
-IXL for Early Elementary
-District Data Review

IXL Learning to provide complimentary summer school access with a signed contract prior to June 30th.   Three-year license to begin on August 1, 2021.

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Dana Dodge		June 1, 2021 – August 1, 2024	June 17, 2021

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license (Grades PK-12: 3,900 students) Subjects: Math and ELA	$175,500.00	$175,500.00
1	Multi-year discount	-$17,550.00	-$17,550.00
1	Credit from existing subscription A20-3150377 (Magnolia Science Academy 6)	-$1,250.00	-$1,250.00
1	Credit from existing subscription A20-3170112 (Magnolia Science Academy 1)	-$1,133.00	-$1,133.00
1	Professional Development: IXL Core PD Package	$1,795.00	$1,795.00
1	Three additional 60-minute virtual professional learning session of your choice	$1,295.00	$1,295.00
1	Professional Development: Summer school package	$495.00	$495.00
	Unlimited instructor accounts included		
	Auto-rostering services included		
	Google single sign-on services included		

SUBTOTAL	$159,152.00
SALES TAX	--
SHIPPING & HANDLING	--
TOTAL DUE	$159,152.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To pay by purchase order, please email a copy of your PO to orders@ixl.com or fax it to 650-372-4301. Please be sure to list the quote number on your payment or purchase order. For international accounts, we can accept wire transfers for an additional fee.

IXL LEARNING

SALES CONTRACT

CONTRACT #60411

May 17, 2021

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Erdinc Acar
Magnolia Public Schools
250 E 1ST ST STE 1500
Los Angeles, CA 90012

SUBSCRIPTION INFO

Salesperson	Quote #	Subscription duration
Dana Dodge	**1048955-15**	**Jun 1, 2021 – Aug 1, 2024**

PAYMENT PLAN

	Amount	Invoice date
Subscription year 1 and Professional Learning Services	**$77,784 (50%) + $3,585 = $81,369**	**August 1, 2021**
Subscription year 2	**$38,892 (25%)**	**August 1, 2022**
Subscription year 3	**$38,891 (25%)**	**August 1, 2023**
TOTAL	**$159,152**	

Price valid until June 17, 2021

COMMENTS OR SPECIAL INSTRUCTIONS
IXL Learning to provide complimentary summer school access with a signed contract prior to June 30th.   Three-year license to begin on August 1, 2021.
Three-year IXL License to include complimentary access to the IXL eLearning Library for all sites, valued at $14,850.00

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE   **DATE**

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.

2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.

4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our websites Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learnings website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individuals account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Childrens Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.

6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
   c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
   d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.
   Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTHS FEES.

8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.

9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.

10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.

11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be faxed to **(650) 372-4301** or e-mailed to **orders@ixl.com**.

ADDENDUM TO IXL LEARNING TERMS AND CONDITIONS OF SALE
FOR Magnolia Public Schools

    IN CONSIDERATION of the mutual promises by IXL Learning, Inc. ("IXL") and Magnolia Public Schools ("you") in this Addendum, IXL and you agree to the following changes to IXL's Terms and Conditions of Sale ("TCOS"), as follows:

1. **Section 5 (Privacy)** is hereby amended by adding the following language:

    "IXL shall covenant to comply with COPPA and FERPA to the extent applicable"

2. **Section 6 (Disclaimer of Warranties.)** is hereby amended by removing the following:

    "AND NONINFRINGEMENT"

3. **Section 7 (Limitation of Liability)** is hereby stricken in its entirety and replaced with the following language:

    ""YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT THE FEES DUE UNDER THIS CONTRACT"

.

4. All remaining terms of the TCOS remain in full force and effect. Capitalized terms used but not defined in this Addendum shall have the same meaning as ascribed to them in the TCOS.

IN WITNESS WHEREOF, the parties hereto have caused this Addendum to be executed by their authorized representatives, effective as of the date first set forth above.

IXL Learning, Inc.   **Magnolia Public Schools**

By_____   By_____
  Its: Its:
Date: _____   Date: _____

1

IXL Service Privacy Policy

Effective date: July 1, 2020

IXL Learning, Inc. (hereafter called "IXL" "us" or "we") knows that you care how information about you is used and shared, and we appreciate your trust that we will do so carefully and sensibly. This Privacy Policy describes our collection and use of personal information collected from you through the online and/or mobile services, websites, and software provided on or in connection with www.ixl.com (collectively, the "Service"), which are offered through (i) www.ixl.com, (ii) mobile applications associated with www.ixl.com, and (iii) any other IXL website, app or online service which links to this Privacy Policy. "You" or "your" means a visitor or a user (whether signed in or not) of our Service. Your use of the Service is conditioned on your acceptance of this Policy.

A note about Student Data: This Service may be purchased by providers of educational services, such as schools, school districts, or teachers (collectively referred to as "Schools") that use our services for educational purposes. When IXL contracts with a School to provide the Service, we may collect or have access to Student Data (defined below), which may be provided by the School or by the student. We consider such Student Data to be strictly confidential and in general do not use such data for any purpose other than improving and providing our Services to the School or on the school's behalf. Our collection, use and sharing of Student Data is governed by our contracts with the School and any applicable laws and regulations including, in the U.S., provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Children's Online Privacy Protection Act ("COPPA") and applicable state laws. If you have any questions about reviewing, modifying, or deleting personal information of a student, please contact your School directly. See Section 11 to understand the principles which guide our collection, use and disclosure of Student Data.

1. What information does IXL collect about you?

IXL collects information in several ways from different parts of the Service.

Information you provide to us. The type of personal information we collect may vary depending on your account type.

- **School Information.** When a teacher, school administrator, or other authorized person associated with a School registers for an account on our Service or corresponds with us, we may collect personal information such as a name, e-mail address, payment information, username and password, and information about the School.

- **Student Information.** Once registered, a School may provide information about its students, such as student names or other identifiers, passwords, e-mail address for the student or the student's parent or legal guardian, and educational level and topic of study. Personal information collected from or about students, along with other information associated with that personal information is "**Student Data**." The School may elect to provide user names or identifiers which are not readily identifiable to anyone outside of the School community in lieu of a full student name, at its discretion. Additionally, some Schools may elect to use a single-sign on (SSO) service like G Suite for Education rather than usernames and passwords to authenticate student access.

- **Parent and Child Information.** When a parent or guardian ("Parent") registers for an account on our Service or corresponds with us, we may collect personal information such as a name, e-mail address, payment information, username and password. We may also collect information about the child(ren) authorized by the Parent to use the Service through the Parent's account, including a profile name for the child user and selection of a profile avatar. Each child user profile must be associated with a Parent account, and children cannot access the Service without the Parent first signing in to the Parent account with the Parent's sign in credentials.

- **Learning and Activity Information.** During the course of providing the Service, we collect information about your use of the Service, as well as any information that you submit to the Service, such as answers to questions or content or messages posted or shared through the Service. In addition, we may ask you for personal information at other times, such as when you contact our technical support team, send us an e-mail, complete a user survey or otherwise communicate with IXL.

Information we receive automatically from your use of our Service. Like most websites and online services, IXL and our vendors automatically collect certain types of usage information when you visit www.ixl.com, read our e-mails, use our Service or otherwise engage with us. This information is typically collected through a variety of tracking technologies, including cookies, web beacons, Locally Stored Objects (LSOs such as Flash or HTML5), log files, and similar technology (collectively, "tracking technologies"), and we may use third party providers to collect this information on our behalf. These tracking technologies collect information about how you access and use the Service (e.g., referring / exit pages and URLs, how frequently you access the Service, the pages you

view, the links you click, and other actions you take on the Service); information about your browser and information about the device(s) you use to access the Service (e.g., Internet Protocol (IP address), browser type, browser language, Internet service provider, device type, model and manufacturer, a unique ID that allows us to uniquely identify your browser, device or account, operating system brand and model, and whether you access the Service from multiple devices). We may also collect information about your geographical location data at the city level. We may collect analytics data, or use third-party analytics tools, such as Google Analytics, to help us measure traffic and usage trends for the Service and to understand more about the demographics and behaviors of our users. You can learn more about Google's practices at http://www.google.com/policies/privacy/partners. We may also work with third party partners to employ technologies, including the application of statistical modeling tools, which permit us to recognize and contact you across multiple devices. Although we do our best to honor the privacy preferences of our users, we are unable to respond to Do Not Track signals set by your browser at this time.

We use or may use the data collected through tracking technologies to secure the Service, improve the Service, to save you time, to provide better technical support, for promotional purposes, and to track website usage. For example, tracking technologies help us to:

1. Keep track of whether you are signed in or have previously signed in so that we can display all the features that are available to you.
2. Remember your settings on the pages you visit, so that we can display your preferred content the next time you visit.
3. Customize the function and appearance of the pages you visit based on information relating to your account; for example, to default you to a particular grade level, or to remember customized settings for a report.
4. Track website usage for various purposes including website optimization, website improvement, sales, marketing, and billing.

Most browsers are initially set up to accept cookies, but you can reset your browser to refuse all cookies or to indicate when a cookie is being sent. However, some features and services (particularly those that require you to sign in) may not function properly if your cookies are disabled. You may also set your e-mail options to prevent the automatic downloading of images that may contain technologies that would allow us to know whether you have accessed our e-mail and performed certain functions with it. Deleting cookies does not prevent the collection of information through non-cookie technologies and does delete Local Storage Objects (LSOs) such as Flash objects and HTML5. You can learn more about Flash objects — including how to manage privacy and storage settings for Flash cookies

— on Adobe's website or by clicking here. If you choose to delete Flash objects from our sites, then you may not be able to access and use all or part of the sites or benefit from the information and services offered.

We and our third-party partners may also use cookies and tracking technologies for advertising purposes. For more information about tracking technologies, please see "**Third-party tracking and online advertising**" below.

2. How IXL uses the information we collect

We use the information we collect for the following purposes:

To provide and maintain the Service. We use the information we collect to deliver the Service to you. For example, we need to use your information to process payments, personalize learning curriculums, provide Schools, Parents and students with information and reports about student and child performance and use of the Service, respond to inquiries and provide customer support.

To improve, personalize, and develop the Service. We use information to tailor the content and information that we may send or display to users, to offer personalized content and instructions, and to otherwise personalize your experience while using the Service, including on various devices you may use to access the Service. We collect statistics to better understand how users access and use our Service, monitor the effectiveness of our Service, detect usage patterns, and to diagnose or fix technology problems. We also use information to demonstrate the effectiveness of the Service and perform research, and to develop, support, and improve our Service and other educational products and services.

To communicate with you. We use your information to provide transactional notifications for certain activities relating to your use of our Service. For example, we may send e-mail notifications when a user completes an activity, to provide receipt for payment or other subscription notices. From time to time, we may send periodic promotional or informational e-mails to School or Parent users. We do not use Student Data to send marketing communications, and we do not send marketing communications to student or child users. You may opt-out of certain communications (e.g., marketing or certain notifications about your use of the Service) by following the opt-out instructions contained in the e-mail. You may not opt out of service-related communications (e.g., account verification, transactional communications, changes/updates to features of the Service, technical and security notices).

To promote safety and security and respond to legal process. We use information to promote the safety and security of our Service, our uses

and other third parties. For example, we may use the information to authenticate users, facilitate secure payments, detect and prevent fraud and other harmful activities, respond to legal requests or claims, and enforce our terms and policies.

3. How does IXL share your information?

IXL may share or disclose your personal information as needed to provide our Service or with your consent or permission. We may also share personal information in the circumstances described below.

Third parties with Consent or as Instructed We share information with consent and at the direction of Schools and Parents. For example, a School or Parent may direct IXL to share specific information with another individual, such as when a teacher directs IXL to send a communication to a parent. Similarly, we may share personal information with third parties, for example, if a School authorizes Google login or similar authentication tools for that School's user accounts.

Others within the School. IXL may share information collected from users associated with a School with other users or persons designated by the School, such as teachers and school administrators of that School. Messages and content shared or posted by members of a School community, such as messages between a teacher and students in a class, will be accessible by School administrators or other designated School users.

Vendors and Service Providers. IXL may share information with our trusted vendors, third party service providers and individuals to provide services or products for us or on our behalf, which may include analytics, hosting, billing, targeted advertising, and marketing (provided however, that IXL will not knowingly use any Student Data to target advertising or marketing). Vendors and service providers who have access to Student Data, if any, shall be contractually bound to uphold privacy and confidentiality terms no less protective than those provided herein.

Aggregate or De-Identified Information. We may share information in aggregated and/or anonymous form that cannot reasonably be used to identify an individual. For example, IXL may disclose aggregated user statistics (i.e., the total number or percentage of IXL users from a particular geographic region) in order to describe our Service to current and prospective partners and other third parties, and for other lawful purposes.

Merger or Sale. If IXL becomes involved in a merger, acquisition, bankruptcy, change of control, or any form of sale of some or all of its assets, your personal information may be transferred or disclosed in

connection with the business transaction. In such an event, we will make efforts to provide notice before personal information is transferred and becomes subject to a different privacy policy. We will not transfer Student Data associated with School accounts in the event of a merger or sale unless the recipient has committed to The Student Privacy Pledge principles or similarly stringent privacy protections, or we will provide Schools with notice and an opportunity to opt-out of the transfer of Student Data by terminating their accounts and any associated student users before the transfer occurs.

Other. IXL may release personal information if it has a good faith belief that access, use, preservation, or disclosure of such information is reasonably necessary to (a) satisfy any applicable law, regulation, legal process, or enforceable governmental request; (b) enforce applicable Terms of Service, including investigation of potential violations thereof; (c) detect, prevent or otherwise address fraud, security or technical issues; (d) protect the rights, property, or personal safety of IXL, its users, or the public; or (e) as required or permitted by law.

4. Third-party tracking and online advertising

IXL does not display any targeted advertising on the Service.

Please note that although we may permit third party advertising partners to collect information from visitors to adult-directed areas of the Service for the purpose of displaying advertisements on other websites or online services on our behalf, we take many steps to prevent these third-party advertising networks from collecting information for targeted advertising purposes once a subscriber to our Service signs into our Service. Please note that we rely on cookies to identify whether you are a subscriber to our Service and if you delete or block cookies, you may also delete the IXL cookie which prevents subscribers from receiving targeted IXL advertisements on other websites or online services.

We work with third-party online advertising networks which use technology to recognize your browser or device and to collect certain types of usage information about your visit to or use of our Service to provide customized content, advertising and commercial messages to you on other websites or services, or on other devices you may use. We (through the third-party advertising networks) use this information to direct our online advertisements to those people who may find them relevant to their interests. Typically, though not always, the information is collected through cookies or similar tracking technologies. You may be able to set your browser to reject cookies or other tracking technology by actively managing the settings on your browser or mobile device, though these tools may not be effective for all third-party tracking technologies,

including Flash or HTML5 cookies. To learn more about cookies, clear gifs/web beacons and online advertising technologies and how you may opt-out of some of this advertising, you may wish to visit the Digital Advertising Alliance's resources at www.aboutads.info/choices and/or the Network Advertising Initiative's online resources, at www.networkadvertising.org.

If you do not want to receive targeted advertising from IXL based on your visit to our website, you can use the below link to request that IXL take steps to prevent third-party advertising networks from using information about your visit to our website to display targeted IXL advertisements to you on other websites or services on behalf of IXL. IXL cannot, however, guarantee that such steps will eliminate all collection and/or display of targeted advertising, and it may take some time for your request to take effect. Such requests will not prevent you from receiving contextual advertising or other types of advertisements that are displayed without taking into consideration whether you have previously visited www.ixl.com (for example, advertisements shown on the basis of a search term keyword). Such requests will not stop the collection of information for purposes other than advertising (e.g., for website analytics). This opt-out requires the setting of a cookie in your browser to record your request (and thus will no longer be effective if the required cookie is deleted), will be effective only in the browser from which you make the request, and will be effective for a maximum of one year from the request. If you delete cookies, change your browser settings, switch browsers or computers, or use another operating system, you will need to make the request again. You may make additional requests at any time.

Click here to request not to have information about your visit to www.ixl.com tracked for the purpose of displaying targeted IXL advertisements on other sites or services.

5. How to control e-mail communications

IXL may, from time to time, send you e-mail regarding our products and services, or your use of our products and services. Only IXL (or its vendors or service providers operating on its behalf) will send you these e-mails. You can choose not to receive these e-mails by clicking the unsubscribe link in any e-mail or by contacting help@ixl.com. Please note that you are not permitted to unsubscribe or opt-out of non-promotional messages regarding your account, such as account verification, changes or updates to features of the Service, or technical or security notices.

6. How to access, update or delete your personal information

You may edit your account information at any time by signing in to your account, clicking on the account menu in the upper-right corner, and

selecting Profile & settings. We recommend that you review your personal information periodically to ensure that it is accurate, complete, and current. If you do not provide and maintain accurate contact information for your account, we may not be able to provide you with the notices set forth in this Privacy Policy.

If you are a parent or guardian of a student who uses the IXL Service through a School, please refer all questions and requests regarding access, modification, or deletion of your student's user account or Student Data to your child's school. The School may, at its discretion, address such requests with IXL and IXL shall respond promptly to all access, modification and deletion requests it receives from Schools.

Please contact compliance@ixl.com for further instructions about deleting or deactivating your account or deleting your personal information. We may not be able to comply with your request in all circumstances. For example, certain requests to access, update or delete personal information and data associated with a School account or license may be subject to approval by the School. When account information is deleted or de-identified, certain residual information may remain within our archive records, such as for customer and technical support, billing and tax purposes.

7. How long does IXL retain your information?

We will retain personal information for as long as needed to provide the Service and for our internal business purposes, which may extend beyond the termination or cancellation of your subscription or user account. For example, we may retain certain data as necessary to prevent fraud or future abuse, for recordkeeping or other legitimate business purposes, or if required by law. We may also retain and use information which has been de-identified or aggregated such that it can no longer reasonably identify a particular individual. All retained personal information will remain subject to the terms of this Privacy Policy.

Student Data. We will not knowingly retain Student Data beyond the time period required to support an educational purpose, unless authorized by a School or parent. We do not delete or de-identify any Student Data from an active student user account associated with a School except at the direction of the School. The School is responsible for maintaining current student rosters and identifying Student Data which the School no longer needs for an educational purpose by removing students from the school's master roster or by submitting a deletion request.

Unless otherwise directed by a School or Parent, we will delete or de-identify personal information of student and child users after a period of inactivity, after the termination or cancellation of the license subscription,

or after termination of our agreement with the School, in accordance with the terms of any applicable written agreement with the School, written requests from authorized School administrators, and our standard data retention schedule. Authorized School administrators may contact us at compliance@ixl.com to request additional information about our standard data retention schedule and available options for customizing IXL's standard data retention schedule to meet individual School requirements.

We may not be able to immediately or completely delete all data in all instances, such as information retained in technical support records, customer service records, backups, and other similar business records. We will not be required to delete any information which has been de-identified or disassociated with personal identifiers such that the remaining information cannot reasonably be used to identify a particular individual.

8. How does IXL protect your information?

Information Security. The security of your personal information is very important to us. We have implemented a variety of physical, administrative and technological safeguards designed to preserve the integrity and security of the personal information we collect and to protect against unauthorized access to data. These include internal reviews of our data collection, storage, and processing practices and security measures, as well as physical security measures to guard against unauthorized access to systems where we store personal data. We restrict access to personal information to IXL employees, contractors, and agents who need to know that information in order to operate, develop, or improve our services. Our employees may be subject to disciplinary action, including termination, if they fail to meet privacy and confidentiality obligations. However, no security system is impenetrable—for that reason, we cannot guarantee the security of your personal information. If personal information under our control is compromised as a result of a breach of security, we will take reasonable steps to investigate the situation and take all steps required by applicable laws and regulations and our agreements with any affected Schools.

Maintaining the security of your personal information also requires your cooperation and involvement. For your protection, remember to sign out of all accounts before closing your browser. There is a sign out link available on most IXL pages. After signing out, make sure to close all browser windows. In addition, do not use the "Remember" feature if you are signing in to your account from a computer that other persons may have access to. This is to ensure that others cannot access your personal information if you share a computer with someone else or are using a public computer.

Please keep your password secure. If you have forgotten your password, you may request a new one by contacting help@ixl.com. A new password will be sent to the e-mail address you specified during registration. For all other problems signing in to the IXL Service, please contact our technical support team using the contact information at the end of this policy.

If you have any concerns about the security of your account or the security of the Service, we ask that you report your concern to us immediately at security@ixl.com. While we are unable to respond to all security concerns, we appreciate your feedback and take all reported concerns seriously.

Data storage and transfer. IXL is located in the United States. Personal information collected through our Website and Service may be stored and processed in the United States or any other country in which IXL or its affiliates or service providers maintain facilities.

9. Region-specific disclosures

We may choose or be required by law to provide different or additional disclosures relating to the processing of personal information about residents of certain countries, regions or states. Please refer below for disclosures that may be applicable to you.

Notice for California Residents

This section applies to you if you are a resident of the state of California and for purposes of this section the term "personal information" has the meaning provided by the California Consumer Privacy Act (the "CCPA"). Please note this section does not apply to Student Data that we process on behalf of our School customers. Because IXL provides the Services to Schools as a "School Official," we collect, retain, use and disclose Student Data only for or on behalf of our School customers for the purpose of providing the Services specified in our agreement with the School and for no other commercial purpose. If you have any questions or would like to exercise your California rights, please contact your School directly.

Residents of California may be entitled to certain rights with respect to personal information that we have collected about them under the CCPA:

- **Right to Know.** The right to request to know more about the specific pieces or categories of personal information we have collected, the categories of data sources, and the categories of third parties with whom we have shared the personal information for a business or commercial purpose in the last 12 months.

- **Right to Request Deletion.** The right to request the deletion of personal information that we have collected from you, subject to certain exceptions.
- **Right to Opt Out of Personal Information Sales.** The right to direct us not to sell (as such term is defined by the CCPA) personal information we have collected about you to third parties.

You also have the right to be free of discrimination for exercising these rights. However, please note that if the exercise of these rights limits our ability to process personal information (such as in the case of a deletion request), we may no longer be able to provide you the Service or engage with you in the same manner.

To request to exercise your right to know and/or right to deletion, please submit a request by emailing compliance@ixl.com with the subject line, "California Rights Request." We will need to verify your identity before processing your request, which may require us to request additional personal information from you or require you to log into your account, if you have one. In certain circumstances, we may decline or limit your request, particularly where we are unable to verify your identity or locate your information in our systems, or as permitted by law.

We do not "sell" personal information to third parties without consent, however, we do allow certain third party advertising networks and other third party businesses to collect your personal information directly from your browser or device through cookies and related technologies for advertising, attribution, analytics and research purposes. These third parties may use such personal information for their own purposes in accordance with their own privacy statements, which may include reselling this information to additional third parties. By visiting www.privacyrights.info, you can opt out from sales of this type of personal information by businesses that participate in the DAA's CCPA App-based Opt-Out Tool.

Please see the section called "**Third-party tracking and online advertising**" for more information about how third parties use cookies and related technologies to collect information automatically on our websites and other online services, and the choices you may have in relation to those activities.

Shine the Light. California "Shine the Light" law (Civil Code Section §1798.83) provides certain rights to California residents that have an established business relationship with us with regard to the disclosure of certain types of personal information to third parties for their direct marketing purposes. We do not share your personal information with third parties for their direct marketing purposes without consent.

<u>Minors.</u> We do not sell the personal information of consumers we know to be less than 16 years of age, unless we receive affirmative authorization (the "Right to Opt In") from either the minor who is between 13 and 16 years of age, or the parent or guardian of a minor less than 13 years of age.

Notice for Nevada Residents

To exercise your individual rights under the Nevada Privacy Law (NRS Ch. 603A, Sec. 2(2)), please contact us at compliance@ixl.com. Please include "Nevada Rights Request" in the subject line.

Notice for Residents in the European Economic Area ("EEA") Residents

For personal information subject to the European Union General Data Processing Regulation ("GDPR"), we rely on several legal bases to process the data. These legal bases include where:

- The processing is necessary to perform our contractual obligations in our Terms of Service or other contracts with you (such as to provide you the Service as described in our Terms of Service);
- You have given your prior consent, which you may withdraw at any time (such as for marketing purposes or other purposes we obtain your consent for from time to time);
- The processing is necessary to comply with a legal obligation, a court order or to exercise or defend legal claims;
- The processing is necessary for the purposes of our legitimate interests, such as in improving, personalizing, and developing the Service, marketing the Service, such as new features or products that may be of interest, and promoting safety and security as described above.

If you have any questions about or would like further information concerning the legal basis on which we collect and use your personal information, please contact us using the contact details provided below in Section 14.

Residents in the EEA are entitled to certain rights with respect to personal information that we hold about them under the GDPR:

- **Right of access and portability.** The right to obtain access to your personal information, along with certain related information, and to receive that information in a commonly used format and to have it transferred to another data controller;

- **Right to rectification.** The right to obtain rectification of your personal information without undue delay where that personal information is inaccurate or incomplete;

- **Right to erasure.** The right to obtain the erasure of your personal information without undue delay in certain circumstances, such as where the personal information is no longer necessary in relation to the purposes for which it was collected or processed;

- **Right to restriction.** The right to obtain the restriction of the processing undertaken by us on your personal information in certain circumstances, such as where the accuracy of the personal information is contested by you, for a period enabling us to verify the accuracy of that personal information; and

- **Right to object.** The right to object, on grounds relating to your particular situation, to the processing of your personal information, and to object to processing of your personal information for direct marketing purposes, to the extent it is related to such direct marketing.

You may also have the right to make a GDPR complaint to the relevant Supervisory Authority. A list of Supervisory Authorities is available here: https://ec.europa.eu/justice/data-protection/bodies/authorities/index_en.htm. If you need further assistance regarding your rights, please contact us using the contact information provided below and we will consider your request in accordance with applicable law. In some cases our ability to uphold these rights for you may depend upon our obligations to process personal information for security, safety, fraud prevention reasons, compliance with regulatory or legal requirements, or because processing is necessary to deliver the services you have requested. Where this is the case, we will inform you of specific details in response to your request.

10. How does IXL protect children's privacy?

IXL does not permit children under the age of 13 to create an account and does not knowingly collect personally identifying information from children under the age of 13 without the consent and at the direction of a Parent. Please contact us at compliance@ixl.com if you believe we have inadvertently collected information from a child under 13 without parental consent so that we may delete the information as soon as possible.

Parents who purchase a subscription to the IXL Service may set up a Child profile associated with the Parent's account so that children under 13 may access the Service under the Parent's supervision. Please see our IXL Service Children's Privacy Policy to learn more about how IXL collects, uses and shares information associated with Child profiles. The Children's Privacy Policy applies to all users of Child profiles, regardless of the age of the Child.

When IXL is used by a School in an educational setting, the School may authorize IXL to collect information from a child under 13. Please refer to Section 11 to learn more about how IXL protects Student Data, including Students who may be under the age of 13, when the Service is used by a School.

11. How does IXL protect Student Data and comply with laws?

When IXL provides the Service to Schools, our collection, use and disclosure of Student Data is governed by our Terms of Service and/or any other agreement with the School, by the provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Children's Online Privacy Protection Act ("COPPA") and other applicable laws that may relate to the collection and use of personal information of students. If you have any questions about our collection and use of Student Data, please contact us at compliance@ixl.com. If you have any questions about reviewing, modifying, or deleting the personal information of a student, please contact your School directly.

The Student Privacy Pledge ("The Pledge"). IXL adheres to the Student Privacy Pledge, an industry standard approach to privacy for K-12 service providers. The Pledge was created by the Future of Privacy Forum (FPF) and The Software & Information Industry Association (SIIA) and has been endorsed by the National School Boards Association (NSBA), the National Parent-Teacher Association (PTA), and the White House.

As part of our commitment to The Pledge, when we have access to Student Data through the provision of our Services to a School, the following core principles guide our decisions around data, security, and technology:

- IXL does not collect, maintain, use or share Student Data beyond that needed for an authorized educational or school purpose, or as authorized by our agreement with a School.
- IXL does not use or disclose Student Data for targeted advertising purposes.
- IXL does not build a personal profile of a Student other than in furtherance of a K-12 School purpose, or as authorized by a parent.
- IXL will maintain a comprehensive data security program designed to protect the types of Student Data maintained by IXL.
- IXL will not knowingly retain Student Data beyond the time period required to support the School's purpose, unless authorized by the parent.
- IXL will clearly and transparently disclose our data policies and practices.
- IXL will never sell Student Data unless the sale is part of a corporate transaction, such as a merger, acquisition, bankruptcy, or other sale of assets, in which case we will use our best efforts to ensure the successor

entity honors the privacy commitments made in this policy and/or we will notify the School of such a sale and provide the School an opportunity to opt-out by terminating its account before the data transfer occurs.

- We will not make any material changes to our Privacy Policy or Terms of Service that relate to the collection or use of Student Data without first giving notice to the School and providing a choice before the Student Data is used in a materially different manner than was disclosed when the information was collected.

The Family Educational Rights and Privacy Act ("FERPA"). This Privacy Policy and our Service are designed to meet our responsibilities to protect personal information from the students' educational records under FERPA. We agree to work with each School to jointly ensure compliance with the FERPA regulations.

The Children's Online Privacy Protection Act ("COPPA"). This Privacy Policy and our Service are designed to comply with COPPA. We do not knowingly collect personal information from a child under 13 unless and until a School has authorized us to collect such information through the provision of the Service on the School's behalf. When a School uses our Service in the classroom or in an educational context, we rely on the School to provide appropriate consent and authorization for a student under 13 to use the Service and for IXL to collect personal information from such student, as permitted by COPPA. Upon request, we will provide the School the opportunity to review and delete the personal information collected from their students. If you are a parent and you have questions about your child's use of our Service and any information collected, you should discuss your questions with your child's School.

Students Online Personal Information Protection Act ("SOPIPA"). This Privacy Policy and our Service are designed to comply with SOPIPA. We do not use Student Data for targeted advertising purposes. We do not use collected information to amass a profile of a K-12 student except in furtherance of K-12 school purposes. We never sell Student Data unless the sale is part of a corporate transaction, such as a merger, acquisition, bankruptcy, or other sale of assets, in which case we make efforts to ensure the successor entity honors the privacy commitments made in this policy and/or we will notify you of such a sale and provide you an opportunity to opt-out by deleting your account before the data transfer occurs. We will not sell students' personal information to third parties other than in the context of a business transaction.

California Assembly Bill 1584 ("AB 1584"). This Privacy Policy and our Service are designed to comply with AB 1584. Pupil records obtained by IXL from a local educational agency ("LEA") continue to be the property of and under the control of the LEA. Parents, legal guardians, or eligible pupils

may review personally identifiable information in the pupil's records and correct erroneous information by contacting their LEA directly. In the event of an unauthorized disclosure of a pupil's records, IXL will notify the LEA and will provide the LEA with a report to be shared with the affected parent(s), legal guardians(s) or eligible pupil(s). Pupil records will be deleted and/or de-identified in accordance with our data retention and deletion policies described above in the section "How long does IXL retain your information."

12. Links to other websites and services

The Services may contain links to and from third-party websites of our business partners, advertisers, and social media sites. If you follow a link to any of these websites, please note that these websites have their own privacy policies and their practices are not covered by this Privacy Policy. We strongly recommend that you read their privacy policies and terms and conditions of use to understand how they collect, use, and share information. We are not responsible for the privacy practices or the content on the websites of third-party sites.

13. Updates to this Policy

IXL may, in its sole discretion, modify or update this Policy from time to time, which will be reflected in the 'Last Updated' date set forth at the beginning of this Policy. If we change this Policy in a material manner, we will do our best to notify you of the changes by posting a notice on our website or through other appropriate communication channels. Your continued use of the Services following the effective date of such update constitutes your acceptance of the revised Policy. If you do not agree to any of the terms in this Policy or to any future terms in a future revision of this Policy, do not use or access (or continue to access) the Service.

We will not make any material changes to our Privacy Policy or Terms of Service that would result in Student Data being used in a materially different manner than was disclosed when the information was collected without first giving notice to applicable Schools and providing a choice before such Student Data is used in a materially different manner than was disclosed when the information was collected.

In the event that you or your School has entered into a signed, written agreement with IXL, changes to this Policy may not be effective as to you until either (a) you or your School affirmatively accepts the changes to this Policy, either electronically or in a signed writing or (b) upon renewal of the School's agreement with IXL at the end of the current term.

14. Contact Us

If you have a question regarding this statement, or if a question was not addressed in this privacy policy, you may contact technical support using the contact information below. We will do our best to answer your question promptly and accurately.

IXL Learning, Inc.
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404 (USA)

compliance@ixl.com

Last Updated: July 1, 2020

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Terms of Service

Effective date: January 27, 2021

Thank you for your interest in using the online services operated by IXL Learning, Inc. (hereafter called "IXL"). These Terms of Service govern your use of online and/or mobile services, websites, and software provided on or in connection with www.ixl.com (collectively, the "Service"), which are offered through (i) www.ixl.com, (ii) mobile applications associated with www.ixl.com, and (iii) any other IXL website, app or online service which links to these Terms of Service.

By accessing or using the Service, or by clicking a button or checking a box marked "I Agree" (or something similar), you signify that you have read, understood and agree to be bound by these Terms of Service (the "Agreement"), and to the collection and use of your information as set forth in our Privacy Policy, whether or not you are a registered user of our Service. IXL reserves the right to modify this Agreement so long as it provides notice of these changes to you as described below. This Agreement applies to all visitors, users, and others who access or otherwise use the Service ("you" or "Users"). If you open an IXL account on behalf of a School, company, organization, or other entity, then "you" includes you and that entity.

A note about Student Data: This Service may be purchased by providers of educational services, such as schools, school districts, or teachers (collectively referred to as "Schools") that use our services for educational purposes. When IXL contracts with a School to provide the Service, we may collect or have access to Student Data (defined below), which may be provided by the School or by the student. We consider such Student Data to be strictly confidential and in general do not use such data for any purpose other than improving and providing our Services to the School or on the school's behalf. Our collection, use and sharing of Student Data is governed by this Agreement and any applicable laws and regulations including, in the U.S., provisions of the Family Educational Rights and Privacy Act ("FERPA"), the Children's Online Privacy Protection Act ("COPPA") and applicable state laws.

PLEASE READ THIS AGREEMENT CAREFULLY TO ENSURE THAT YOU UNDERSTAND EACH PROVISION. THIS AGREEMENT CONTAINS A MANDATORY INDIVIDUAL ARBITRATION AND CLASS ACTION/JURY TRIAL WAIVER PROVISION THAT REQUIRES THE USE OF

ARBITRATION ON AN INDIVIDUAL BASIS TO RESOLVE DISPUTES, RATHER THAN JURY TRIALS OR CLASS ACTIONS.

1. THE SERVICE

The Service helps its users to learn and practice various subjects including mathematics, language arts, science, and social studies. Unless explicitly stated otherwise, any new or improved features to the Service shall be provided subject to this Agreement. You understand and agree that the Service is provided "as-is" and that IXL assumes no responsibility for any mistakes, errors, or omissions, including any unavailability of the Service or deletion or loss of any data relating to the Service.

IXL grants you a personal, non-transferable and non-exclusive right and license to use the Service. You agree that you will not copy, modify, create a derivative work of, reverse engineer, reverse assemble or otherwise attempt to discover any source code, sell, assign, sublicense, grant a security interest in or otherwise transfer any right in the Software. You agree not to modify the Software in any manner or form, or to use modified versions of the Software, including (without limitation) for obtaining unauthorized access to the Service. You agree not to access the Service by any means other than through the interface that is provided by IXL for use in accessing the Service.

To use the Service, you must obtain access to the Internet, either directly or through devices that access web-based content, and pay any service fees or other costs associated with such access. In addition, you must provide all equipment necessary to make such connection to the Internet, including a computer and modem or other access device.

2. ELIGIBILITY AND AUTHORITY

IXL does not sell the Service to children, but only to adults who can purchase the Service with a credit card or other permitted payment method. If you are under eighteen (18) years of age, you may use the Service only with the involvement and consent of a parent, legal guardian, or at the direction of your School. Your School may impose additional policies regarding the use of the Service, with which you must comply.

If you open an IXL account to provide the Service to students in a School, you represent and warrant that you are an authorized representative of the School with the authority to bind the School to this Agreement, and that you agree to this Agreement on the School's behalf. If you contact IXL to take any action with respect to an account, you represent and warrant that you have all necessary authority to request such action(s) from or on behalf of the account-holder (e.g., a School or Parent).

The U.S. Children's Online Privacy and Protection Act ("COPPA") requires that online service providers obtain verifiable parental consent before collecting personal information from children under 13. If you are a School providing the Service to children under 13, you represent and warrant that you have the authority to provide consent on behalf of parents for IXL to collect information from students under 13 before allowing such students to access our Service. We recommend that all Schools provide appropriate disclosures to students and parents regarding their use of service providers such as IXL and that they provide a copy of our Privacy Policy and the IXL Learning Student Data Privacy Pledge to parents.

3. YOUR REGISTRATION OBLIGATIONS

In consideration of your use of the Service, you agree to: (a) provide true, accurate, current and complete information about yourself as prompted by the Service's registration form (such information being the "Registration Data") and (b) maintain and promptly update the Registration Data to keep it true, accurate, current and complete. If you provide any information that is untrue, inaccurate, not current or incomplete, or IXL has reasonable grounds to suspect that such information is untrue, inaccurate, not current or incomplete, IXL has the right to suspend or terminate your account and refuse all current or future use of the Service (or any portion thereof).

4. GENERAL ACCOUNT INFORMATION

IXL sells access to the Service to a subscriber in the form of an account. Each account is provided for a term and price subject to certain renewal, cancellation, and other terms and conditions specific to the account (the "Account Terms"). The Account Terms are identified (in order of precedence) in the then-current quote or sales contract for the account, the selections made and account-specific terms disclosed when signing up for the account (which may be confirmed by e-mail), the description of account terms accessible through the IXL website when signed in to an appropriate user associated with the account and the default Account Terms set forth below. Each account may have Account Terms in addition to or different from those as set forth in this Agreement, but only to the extent set forth in a signed writing by the account subscriber and an officer of IXL.

IXL provides a variety of "account types" which may apply depending on the subscriber and the way an IXL account is created. Each account type has a default set of Account Terms which apply unless superseded as set forth above. IXL reserves the right to provision accounts that do not belong to any of these default account types and/or to provision accounts with different Account Terms regardless of its account type.

Account Types:

Family Account — A family account is purchased by or for a Parent. Family accounts are generally only available for purchase through the IXL website or a third-party app store using a credit card. A family account typically includes child profiles that can be used by a Parent's child at the Parent's direction. Family account subscriptions are generally for a term of one month, six months, or one year. The term is disclosed at the time of purchase. If multiple terms are available, the term can be selected at the time of purchase or later changed by contacting help@ixl.com. Family accounts automatically renew. See Section 6 below for more information about automatic renewal and cancellation of automatically renewing accounts.

- Classroom Account — A classroom account is purchased by or on behalf of a school, such as by a teacher. Classroom accounts may generally be purchased either through the IXL website, or by phone or e-mail. A classroom account typically includes a single teacher user and a small number of student users (which may vary depending on the purchase). A classroom account is typically for a term of one year. The term is disclosed at the time of purchase. Classroom accounts do not automatically renew. Action must be taken by the school or its authorized representative (e.g., teacher) to renew and continue using a classroom account past the end of the term. A classroom account is a type of school account. More information relating to school accounts may be found in Section 5 below.

- Site Account — A site account is purchased by or on behalf of a school or school district. Site accounts may be purchased by phone or e-mail. A site account typically includes an unlimited number of teacher users and a set maximum number of student users (which may vary depending on the purchase). A site account may be for a term of one year or longer. The term is disclosed at the time of purchase. Site accounts do not automatically renew. Action must be taken by the school or its authorized representative (e.g., school administrator) to renew and continue using a site account past the end of the term. A site account is a type of school account. More information relating to school accounts may be found in Section 5 below.

Quotes and Proposals: Any quotes or proposals provided by IXL are valid only for a limited time and are effective only with the agreement of the relevant parties. Quotes and proposals may be withdrawn by IXL at any time in its sole discretion. Quotes and proposals may include information that is proprietary and confidential to IXL and to the maximum extent permitted by law may not be disclosed to anyone other than their intended recipient. By requesting and/or accepting receipt of a quote or proposal from IXL you agree to keep such quotes or proposals confidential, to not disclose such quotes or proposals to any third party, and to immediately return and/or destroy all

quote and proposal materials upon receiving a request to do so from IXL. To the extent that public records laws may apply to a quote or proposal provided by IXL, you agree to immediately notify IXL of any public records request that may result in disclosure of an IXL quote or proposal and provide IXL all reasonable opportunities to take steps to prevent such disclosure to the maximum extent permitted by law and will reasonably cooperate with IXL.

Payments: School accounts have the option to make payment by credit card, check, or other methods at IXL's discretion (contact us for details). Payment must be received by IXL no later than 30 days after IXL issues an invoice. If IXL does not receive payment within 30 days, the invoice is past due and IXL reserves the right to suspend access to the affected school account(s) and take collection action. Suspension of an account does not relieve the account-holder of its obligation to pay for the account. IXL reserves the right to charge a late fee in the amount of 1% per month or the maximum permitted by law and its reasonable attorney's fees in securing payment of past due amounts.

Cancellation: Except as set forth below or otherwise agreed by IXL in a signed writing, accounts may not be canceled until the end of the current term of the account. Unless otherwise provided for herein, all cancellations requested before the end of the then-current term will be effective at the end of the current term.

IXL permits early cancellations only in the following circumstances:

- In the event that the Service is permanently discontinued.
- IXL otherwise permits early cancellations only to the extent required by applicable law. In the event of such an early cancellation, the parties agree that the account-holder is responsible for all amounts due and payable before the date of early cancellation without pro-ration or to the greatest extent permitted by law. The parties agree that IXL's efforts in selling, provisioning and providing an account are front-loaded and for that reason, pro-ration of fees in the event of early cancellation is not necessary or appropriate.

End of Subscription: When an account subscription ends (e.g., at the end of the term if the account has not been renewed or has been canceled), the account no longer permits access to the Service. However, IXL may, at its sole discretion, permit continued, limited access for users of the Account for a limited time after the conclusion of the term. The Service includes built-in capabilities to download and export information relating to the account. If an account-holder or any of its users wishes to save or maintain any data, it is the account-holder and its user's sole obligation to download such data before the conclusion of the term. Once the term of an account ends, IXL may delete data relating to an account in accordance with this Agreement and the Privacy

Policy. It is the account-holder's sole responsibility to request renewal of accounts that do not automatically renew to maintain continued access to the account and its associated data.

5. SCHOOL ACCOUNTS AND STUDENT DATA

This Section 5 applies to a School's use of the Service.

When IXL is used by a School for an educational purpose, IXL may collect or have access to Student Data that is provided by the School or by a student. "Student Data" is personal information that is directly related to an identifiable student and may include "educational records" as defined by the Family Educational Rights and Privacy Act ("FERPA").

The School or the student, and not IXL, owns and controls the Student Data. You authorize IXL to access, collect, transmit, modify, display and store Student Data to provide the Service and as described in this Agreement and in our Privacy Policy.

Compliance with Laws. In the U.S., IXL may collect and process Student Data as a School Official with a legitimate educational interest pursuant to the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232(g). Individually and collectively, we and our School Users agree to uphold our obligations under FERPA, COPPA, the Protection of Pupil Rights Amendment ("PPRA"), applicable State laws relating to student data privacy, and with all other laws and regulations governing the protection of Student Data.

Use of Student Data. By submitting, providing us access to, or causing us to receive Student Data, you agree that IXL may use the Student Data for the purposes of (i) providing the Service, (ii) improving and developing our Service, (iii) enforcing our rights under these Terms, and (iv) as permitted with the School's or the User's consent.

Use of De-Identified or Anonymized Student Data. You agree that both before and after the term of the Agreement, IXL may collect, analyze, use, and retain data derived from Student Data as well as data about users' access and use of the Service, for the purpose of operating, analyzing, improving or marketing the Service, developing new products or services, conducting research or other purposes, provided that IXL may not share or publicly disclose information that is derived from Student Data unless such data is de-identified and/or anonymized such that it cannot reasonably identify a specific individual.

Use of Personal Information for Marketing. You agree that IXL may provide customized content, advertising, and commercial messaging to

school, teacher or district administrative users and other non-student users from time to time, provided that such advertisements shall not be based on Student Data. For emphasis, and without limitation, IXL shall never use Student Data to engage in targeted advertising.

Disclosure of Student Data and Third-Party Service Providers. You acknowledge and agree that IXL may provide access to Student Data to our employees and service providers which have a legitimate need to access such information to provide their services to us. We and our employees, affiliates, service providers, or agents involved in the handling, transmittal, and processing of Student Data will be required to maintain the confidentiality of such data. IXL shall not share Student Data with third parties other than as described in this Agreement and in the IXL Privacy Policy, or with consent of the School or parent.

Student Data Access and Deletion Requests. You may request that we delete Student Data in our possession at any time by providing such a request in writing, and we shall comply with such request within thirty (30) days, except that IXL shall not be required to delete Student Data that has been moved to a personal family account on the Service or as otherwise prohibited by law. A parent or student over the age of 18 seeking to access, modify, correct, or delete personal information in a student account that is connected to a School account will be instructed to contact the School to discuss data deletion or modification. IXL is not required to delete data that has been derived from Student Data if such data is de-identified and/or anonymized such that it cannot reasonably identify a specific individual.

Data Security and Breach Notification. We have implemented administrative, physical and technical safeguards designed to secure the personal information in IXL's possession and control from unauthorized access, disclosure and use. If an unauthorized party gains access to or has been disclosed Student Data (a "Security Event"), that we have collected or received through the Service under this Agreement, we will promptly notify the School. If, due to a Security Event which is caused by the acts or omissions of IXL or its agents, a notification to an individual, organization or government agency is required under applicable privacy laws, the School shall be responsible for the timing, content, and method of any such legally-required notice and compliance with such laws and IXL shall indemnify the School for reasonable costs related to legally-required notifications. With respect to any Security Event which is not caused by the acts or omissions of IXL or its agents, IXL shall reasonably cooperate with School's investigation of the Security Event, as School requests, at School's reasonable expense, but IXL shall not indemnify a School for costs associated with the Security Event. IXL shall be responsible for the timing, content, cost and method of notice

and compliance with such laws as they relate to users that are not associated with a School account.

State Specific Terms. The following additional terms may apply depending on the state a School is located:

5.1 Connecticut

This Section 5.1 applies to the use of the Service by Schools located in the State of Connecticut. The purpose of this Section 5.1 is to document compliance with applicable Connecticut state laws that may apply to the use of the Service by Schools in Connecticut, such as Conn. Gen. Stat. Ann. § 10-234aa-dd. This Section 5.1 incorporates by reference the definitions set forth in Conn. Gen. Stat. Ann. § 10-234aa.

If you open an IXL account to provide the Service to students in a School located in the State of Connecticut, you represent and warrant that you are authorized to do so on behalf of the local or regional board of education with authority over the School and that you are authorized to communicate with IXL on behalf of the local or regional board of education.

IXL and you shall comply with all applicable sections of Conn. Gen. Stat. Ann. § 10-234aa-dd. The following terms shall apply as required by Conn. Gen. Stat. Ann. § 10-234bb. To the extent that any such required terms conflict with other terms in this Agreement, the terms of this Section 5.1 shall apply.

a.   Student information, student records and student-generated content are not the property of or under the control of IXL.

b. The local or regional board of education may request the deletion of any student information, student records or student-generated content in the possession of IXL by sending a request to compliance@ixl.com. As permitted by Conn. Gen. Stat. Ann. § 10-234bb(2), IXL is not required to delete information prohibited from deletion or required to be retained under state or federal law or stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the contractor. IXL will, however, comply with requests for deletion of student information, student, records, or student-generated content that is restored from such disaster recovery storage systems.

c. IXL will not use student information, student records and student-generated content for any purposes other than those authorized pursuant to this Agreement.

A student, parent or legal guardian of a student may review personally identifiable information contained in student information, student records or student-generated content and correct erroneous information, if any, in such student record by contacting their School. IXL will respond to such requests in accordance with instructions sent by an authorized School representative to compliance@ixl.com.

d. IXL will take actions designed to ensure the security and confidentiality of student information, student records and student-generated content.

e. IXL will promptly notify the local or regional board of education in accordance with the provisions of section 10-234dd when there has been an unauthorized release, disclosure or acquisition of student information, student records or student-generated content.

f. Student information, student records or student-generated content shall not be retained or available to the contractor upon expiration of this Agreement. This restriction shall not apply to the extent that a student, parent or legal guardian of a student independently establishes or maintains an electronic account with IXL for the purpose of storing their student-generated content.

g. IXL and the local or regional board of education shall ensure compliance with the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, as amended from time to time.

h. The laws of the state of Connecticut shall govern the rights and duties of IXL and the local or regional board of education.

i. If any provision of this Section 5.1 is held invalid by a court of competent jurisdiction, the invalidity does not affect other provisions or applications of the contract which can be given effect without the invalid provision or application.

5.2 New York

This Section 5.2 applies to the use of the Service by Schools located in the State of New York. The purpose of this Section 5.2 is to document compliance with New York state laws that may apply to the use of the Service by Schools in New York, such as New York State Education Law Section 2-d (Ed Law 2-d) and Part 121 of Title 8 of the Codes, Rules and Regulations of the State of New York (8 CRR-NY § 121). This Section 5.2 incorporates by reference the definitions set forth in Ed Law 2-d § 3 and 8 CRR-NY § 121.1.

If you open an IXL account to provide the Service to students in a School located in the State of New York, you represent and warrant that you are authorized to do so on behalf of the educational agency with authority over the School and that you are authorized to communicate with IXL on behalf of the educational agency.

IXL and you shall comply with all applicable sections of Ed Law 2-d and 8 CRR-NY § 121. The following terms shall apply as required by Ed Law 2-d § 5(b)(3) and 8 CRR-NY § 121.3, 121.6. To the extent that any such required terms conflict with other terms in this Agreement, the terms of this Section 5.2 shall apply.

- 8 CRR-NY § 121.6(a)(1): outline how the third-party contractor will implement all State, Federal, and local data security and privacy contract requirements over the life of the contract, consistent with the educational agency's data security and privacy policy –

   IXL has implemented policies and procedures consistent with the New York State Education Department Data Privacy and Security Policy v1.0 (available here). It is the School's responsibility to provide IXL with its data security and privacy policy if different than the New York State Education Department Data Privacy and Security Policy. IXL will review its policies and procedures against data security and privacy policies provided to it by educational agencies. In the event IXL's policies and practices are not consistent with the educational agencies' policies, IXL will take commercially reasonable efforts to achieve consistency.

- 8 CRR-NY § 121.6(a)(2): specify the administrative, operational and technical safeguards and practices it has in place to protect personally identifiable information that it will receive under the contract –

   IXL employs reasonable organizational and technical safeguards to prevent unauthorized access, use, alteration, or disclosure of personally identifiable information stored on systems under IXL's control. Please see Section 8 of IXL's Privacy Policy. School administrators may also request a copy of IXL's Security Policies and Procedures.

- 8 CRR-NY § 121.6(a)(3): demonstrate that it complies with the requirements of section 121.3(c) of this Part –

   The Parent Bill of Rights, along with any other supplemental documentation relating specifically to your School, is included in this contract unless IXL and your School or District have entered into a separate signed written agreement regarding that subject matter. If your School does not have a Parent Bill of Rights, the New York State Parent Bill of Rights (available here) is applicable and is included in this contract.

8 CRR-NY § 121.3(c)(1) the exclusive purposes for which the student data or teacher or principal data will be used by the third-party contractor, as defined in the contract –

> to provide the IXL Service as set forth in this Agreement. Student data and teacher or principal data will not be used for any other purpose.

- 8 CRR-NY § 121.3(c)(2) how the third-party contractor will ensure that the subcontractors, or other authorized persons or entities to whom the third-party contractor will disclose the student data or teacher or principal data, if any, will abide by all applicable data protection and security requirements, including but not limited to those outlined in applicable State and Federal laws and regulations (e.g., FERPA; Education Law section 2-d) –

> Subcontractors and other authorized persons or entities will be provided such information pursuant to contractual obligations to maintain the confidentiality of such data in a manner consistent with this Agreement.

- 8 CRR-NY § 121.3(c)(3) the duration of the contract, including the contract's expiration date and a description of what will happen to the student data or teacher or principal data upon expiration of the contract or other written agreement (e.g., whether, when and in what format it will be returned to the educational agency, and/or whether, when and how the data will be destroyed) –

> This Agreement will be in effect for a School so long as that School has an active subscription to the IXL Service. Upon expiration or termination of a School's subscriptions without renewal, IXL will delete student data and teacher or principal data in accordance with the terms of any applicable written agreement with the School, written requests from authorized School administrators, and our standard data retention schedule. Authorized School administrators may contact IXL at compliance@ixl.com to request additional information about our standard data retention schedule and available options for customizing IXL's standard data retention schedule to meet individual School requirements.

- 8 CRR-NY § 121.3(c)(4) if and how a parent, student, eligible student, teacher or principal may challenge the accuracy of the student data or teacher or principal data that is collected –

> Parents, students, eligible students, and teachers or principals may contact their School to exercise this right. IXL will cooperate with the School to effectuate such requests at the School's direction.

- 8 CRR-NY § 121.3(c)(5) where the student data or teacher or principal data will be stored, described in such a manner as to protect data security, and the security protections taken to ensure such data will be protected and data security and privacy risks mitigated –

    Student data and teacher or principal data for Schools located in New York will be stored in the United States. Such data will be stored in a manner consistent with the NIST Cybersecurity Framework to mitigate against data security and privacy risks.

- 8 CRR-NY § 121.3(c)(6) address how the data will be protected using encryption while in motion and at rest –

    IXL will utilize a technology or methodology specified or permitted by the Secretary of the United States Department of Health and Human Services in guidance issued under section 13402(H)(2) of Public Law 111-5.

- 8 CRR-NY § 121.6(a)(4) specify how officers or employees of the third-party contractor and its assignees who have access to student data, or teacher or principal data receive or will receive training on the Federal and State laws governing confidentiality of such data prior to receiving access –

    IXL periodically provides training to its employees regarding data security and privacy obligations with respect to such data.

- 8 CRR-NY § 121.6(a)(5) specify if the third-party contractor will utilize sub-contractors and how it will manage those relationships and contracts to ensure personally identifiable information is protected –

    While IXL does not sub-contract portions of any particular contract with a customer, IXL does utilize vendors in the course of providing the IXL Service. Such vendors will only be provided personally identifiable information to the extent necessary for them to provide their contracted-for services and will be subject to obligations of confidentiality and security consistent with this Section 5.2.

- 8 CRR-NY § 121.6(a)(6) specify how the third-party contractor will manage data security and privacy incidents that implicate personally identifiable information including specifying any plans to identify breaches and unauthorized disclosures, and to promptly notify the educational agency –

    IXL will manage and respond to Security Events as set forth in Section 5 of this Agreement and Section 8 of the Privacy Policy. As required by Ed Law 2-d, IXL will notify the school of a Security Event in the most expedient way possible and without unreasonable delay.

- 8 CRR-NY § 121.6(a)(7) describe whether, how and when data will be returned to the educational agency, transitioned to a successor contractor, at the educational agency's option and direction, deleted or destroyed by the third-party contractor when the contract is terminated or expires –

> Upon expiration or termination of a School's subscriptions without renewal, IXL will delete student data and teacher or principal data in accordance with the terms of any applicable written agreement with the School, written requests from authorized School administrators, and our standard data retention schedule. Authorized School administrators may contact IXL at compliance@ixl.com to request additional information about our standard data retention schedule and available options for customizing IXL's standard data retention schedule to meet individual School requirements.

6. MEMBERSHIP AND BILLING FOR ACCOUNTS WITH AUTOMATIC RENEWAL

This Section 6 applies to accounts that have been created through the Service using a credit card and automatically renew.

You can find specific details regarding your membership with IXL at any time. Simply sign in to your IXL account, click on the account menu in the upper-right corner, and select Membership details. You may also contact IXL with any questions that you may have by contacting us.

Billing and Automatic Renewals.

MEMBERSHIP SUBSCRIPTION RENEWAL FEES WILL BE AUTOMATICALLY CHARGED TO YOUR CARD ON FILE EACH SUBSCRIPTION PERIOD (MONTHLY OR YEARLY), UNTIL YOU CANCEL.

By starting your IXL membership, you are expressly agreeing that we are authorized to charge you the membership fee associated with the term of your membership (e.g., monthly or yearly) you chose during registration. Thereafter, we will automatically renew your subscription on each (monthly or yearly) anniversary of your subscription date, and as authorized by you by checking the box demonstrating your consent for automatic monthly/yearly renewals of your subscription during the sign-up process, we will charge your then-current payment method (or to a different payment method if you change your account information) associated with your account with the applicable then-current fee and any sales or similar taxes that may be imposed. Please note that prices and charges are subject to change with notice. As used in this Agreement, "billing" shall indicate either a charge or debit, as applicable, against your Payment Method.

You acknowledge that the amount billed each billing period may vary for reasons that include differing amounts due to changes in your membership plan, and you authorize us to charge your Payment Method for such varying amounts. Payments are nonrefundable and there are no refunds or credits for partially used periods. We may change the fees and charges in effect, or add new fees and charges from time to time, but we will give you advance notice of these changes. If you want to use a different Payment Method or if there is a change in Payment Method, such as your credit card validity or expiration date, you may edit your Payment Method information from your Membership details page. To access your Membership details page, sign in to your IXL account, click on the account menu in the upper-right corner, and select Membership details. If your Payment Method reaches its expiration date and you do not edit your Payment Method information or cancel your account (see, "Cancellation" below), you authorize us to continue billing that Payment Method and you remain responsible for any uncollected amounts.

You must cancel your membership before it renews each billing period to avoid billing of the next membership fee to your Payment Method. The membership fee will be billed at the beginning of the paying portion of your membership and each month or year thereafter unless and until you cancel your membership. Sign in to your IXL account, click on the account menu in the upper-right corner, and select Membership details to see the commencement date for your next renewal period. We automatically bill your Payment Method each month or year on the calendar day corresponding to the commencement of your paying membership. Membership charges are fully earned upon payment.

Note: In the event your monthly membership began on a day not contained in a given month, we bill your Payment Method on the last day of such month. For example, if you became a paying member on January 31, your Payment Method would next be billed on February 28.

Cancellation of Automatic Renewals. You may cancel your IXL membership at any time, and cancellation will be effective immediately. You will continue to have access to the program until the current billing period ends. We do not provide refunds or credits for any partially used membership periods. To cancel your membership, sign in to your IXL account and click the words "Cancel membership" on your Membership details page. Follow the instructions for cancellation under the heading "Cancel Membership."

Price Changes. We reserve the right to adjust the pricing for our Service, including but not limited to membership subscription plans, in any manner and at any time as we may determine in our sole and absolute discretion.

Except as otherwise expressly provided for in this Agreement, any price changes will take effect following posting or other notice to you (e.g., e-mail).

Purchases through Third-Party Stores. If you purchased your IXL membership through a third-party store, such as through your Apple iTunes or Google Play account, portions of this Section may not apply to you. Because such a purchase is between you and the third-party store, and not IXL, you acknowledge and agree that IXL is not responsible for billing for your membership and is not responsible or liable for any claims relating to the billing of your purchase. If you have questions about membership or billing, you should contact the Apple iTunes store directly.

7. ACCOUNT PASSWORD AND SECURITY

You will have a password and account designation upon completing the Service's registration process. You are responsible for maintaining the confidentiality of the password and account and are fully responsible for all activities that occur under your password or account. You agree to (a) immediately notify IXL of any unauthorized use of your password or account or any other breach of security, and (b) ensure that you exit from your account at the end of each session. IXL cannot and will not be liable for any unauthorized access to your account or data that arises from your acts or omissions.

IXL accounts may not be shared by more than one person or organization unless express authorization is given by IXL Learning, Inc.

8. USER CONTENT

You are solely responsible for any content that you create, transmit or display while using the Service.

The Service or IXL may now or in the future allow Users to submit, post, display, provide, or otherwise make available content such as text, images, comments, questions, and other content or information (any such materials a User submits, posts, displays, provides, or otherwise makes available on the Service is referred to as "**User Content**").

We claim no ownership rights over User Content created by you. The User Content you create remains yours.

By submitting, posting, displaying, providing, or otherwise making available any User Content on or through the Service or to IXL, you expressly grant, and you represent and warrant that you have all rights necessary to grant, to IXL a royalty-free, sublicensable, transferable, perpetual, irrevocable, non-exclusive, worldwide license to use, reproduce, modify, publish, list

information regarding, edit, translate, distribute, syndicate, publicly perform, publicly display, and make derivative works of all such User Content in whole or in part, and in any form, media or technology, whether now known or hereafter developed, for use in connection with the Service and IXL's (and its successors' and affiliates') business, including without limitation for promoting and redistributing part or all of the Service (and derivative works thereof) in any media formats and through any media channels. You also hereby grant each User of the Service a non-exclusive license to access your User Content through the Service, and to use, reproduce, distribute, display and perform such User Content as permitted through the functionality of the Service and under this Agreement.

You must have the legal right to the User Content you submit to the Service. You may not upload or post any User Content to the Service that infringes the copyright, trademark or other intellectual property rights of a third party nor may you upload User Content that violates any third party's right of privacy or right of publicity. You may post only User Content that you have permission to post by the by the owner or by law.

9. COPYRIGHT COMPLAINTS

It is our policy to respond to alleged infringement notices that comply with the Digital Millennium Copyright Act of 1998 ("DMCA").

If you believe that your copyrighted work has been copied in a way that constitutes copyright infringement and is accessible via the Service, please notify IXL's copyright agent as set forth in the DMCA. For your complaint to be valid under the DMCA, you must provide the following information in writing:

1. An electronic or physical signature of a person authorized to act on behalf of the copyright owner;
2. Identification of the copyrighted work that you claim has been infringed;
3. Identification of the material that is claimed to be infringing and where it is located on the Service;
4. Information reasonably sufficient to permit IXL to contact you, such as your address, telephone number, and, e-mail address;
5. A statement that you have a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or law; and
6. A statement, made under penalty of perjury, that the above information is accurate, and that you are the copyright owner or are authorized to act on behalf of the owner.

The above information must be submitted to the following DMCA Agent:

DMCA Agent; Legal Department
IXL Learning, Inc.
777 Mariners Island Blvd.
Suite 600
San Mateo, CA 94404
E-mail: legalnotices@ixl.com

UNDER FEDERAL LAW, IF YOU KNOWINGLY MISREPRESENT THAT ONLINE MATERIAL IS INFRINGING, YOU MAY BE SUBJECT TO CRIMINAL PROSECUTION FOR PERJURY AND CIVIL PENALTIES, INCLUDING MONETARY DAMAGES, COURT COSTS, AND ATTORNEYS' FEES.

Please note that this procedure is exclusively for notifying IXL and its affiliates that your copyrighted material has been infringed. The preceding requirements are intended to comply with IXL's rights and obligations under the DMCA, including 17 U.S.C. §512(c), but do not constitute legal advice. It may be advisable to contact an attorney regarding your rights and obligations under the DMCA and other applicable laws.

In accordance with the DMCA and other applicable law, IXL has adopted a policy of terminating, in appropriate circumstances, Users who are deemed to be repeat infringers. IXL may also at its sole discretion limit access to the Service and/or terminate the accounts of any Users who infringe any intellectual property rights of others, whether or not there is any repeat infringement.

10. SPECIAL ADMONITIONS FOR INTERNATIONAL USE

Recognizing the global nature of the Internet, you agree to comply with and are solely responsible for ensuring compliance with all local laws, regulations, and rules in the jurisdiction(s) in which you reside. You agree to comply with all applicable laws regarding the transmission of data exported from the United States or the jurisdiction(s) in which you reside.

11. INDEMNITY

To the extent permitted by applicable law, you agree to indemnify and hold IXL, and its subsidiaries, affiliates, officers, agents, co-branders or other partners, and employees, harmless from any claim or demand, including reasonable attorneys' fees, made by any third party due to or arising out of (i) content you submit, post, transmit or make available through the Service, including without limitation, User Content, (ii) your use or misuse of the Service, (iii) your connection to the Service, (iv) your violation of the Agreement, (v) your violation of any applicable law or the rights of another

person or entity, (vi) your willful misconduct, or (vii) any other party's access and use of the Service with your unique username, password, or other appropriate security code. IXL reserves the right, at our own expense, to assume the exclusive defense and control of any matter for which you are required to indemnify us and you agree to cooperate with our defense of these claims.

12. NO RESALE OF SERVICE

You agree not to reproduce, duplicate, copy, sell, resell or otherwise exploit for any commercial purposes, any portion of the Service, use of the Service, or access to the Service.

13. NOTIFICATION PROCEDURES AND MODIFICATIONS TO AGREEMENT

IXL may provide notifications, whether required or provided by law or otherwise, to you via e-mail notice, written or hard copy notice, or through posting of such notice on our website, as determined by IXL in our sole discretion.

IXL may, in its sole discretion, modify or update this Agreement from time to time, which will be reflected in the `date last modified´ set forth below. If we change this Agreement in a material manner, we will update the `Effective Date´ at the top of this page and notify you that material changes have been made to this Agreement. Your continued use of the Services following such update constitutes your acceptance of the revised Terms. If you do not agree to any of the terms in this Agreement or to any future terms in a future revision of this Agreement, do not use or access (or continue to access) the Service.

Notwithstanding the foregoing, IXL shall not make any material change to the Terms that relate to the collection or use of Student Data without first giving notice to the school or parent and providing a choice before the Student Data is used in a materially different manner than was disclosed when the information was collected.

In the event that you have entered into a signed, written agreement with IXL in addition to this Agreement, any changes to this Agreement will not be effective as to you until either (a) you affirmatively accept the changes to this Agreement, either electronically or in a signed writing or (b) upon renewal at the end of the current term of your account.

You will not be permitted to continue using the Service and IXL reserves the right to cancel your account without notice if you refuse or otherwise fail to accept changes made by IXL to this Agreement.

Notices that are required or permitted to be sent to IXL must be sent to the following mailing address by certified mail with a copy sent by e-mail.

Legal Department
IXL Learning, Inc.
777 Mariners Island Blvd.
Suite 600
San Mateo, CA 94404
E-mail: legalnotices@ixl.com

14. MODIFICATION OR TERMINATION OF SERVICE

IXL reserves the right at any time and from time to time to modify or temporarily discontinue the Service (or any part thereof) with or without notice. You agree that IXL shall not be liable to you or to any third party for any modification, suspension or temporary discontinuance of the Service. In the event of permanent discontinuance of the Service, IXL's liability is limited to the paid subscription price, pro-rated to the amount of time remaining on the subscription.

You agree that IXL, in its sole discretion, may suspend or terminate your password, account (or any part thereof) or use of the Service, for any reason, including, without limitation, for lack of use or if IXL believes that you have violated or acted inconsistently with the letter or spirit of this Agreement. You agree that any termination of your access to the Service under any provision of this Agreement may be implemented without prior notice, and you acknowledge and agree that IXL may immediately deactivate or delete your account and all data relating to your account and/or bar any further access to the Service. Further, you agree that IXL shall not be liable to you or any third party for any termination of your access to the Service.

15. LINKS

The Service may provide, or third parties may provide, links to other Internet websites or resources. Because IXL has no control over such sites and resources, you acknowledge and agree that IXL is not responsible for the availability of such external sites or resources, and does not endorse and is not responsible or liable for any content, advertising, products, or other materials on or available from such sites or resources. You further acknowledge and agree that IXL shall not be responsible or liable, directly or indirectly, for any damage or loss caused or alleged to be caused by or in connection with use of or reliance on any such content, goods or services available on or through any such site or resource.

16. IXL's PROPRIETARY RIGHTS

You acknowledge and agree that the Service and any necessary software used in connection with the Service ("Software") contain proprietary and confidential information that is protected by applicable intellectual property

and other laws. You further acknowledge and agree that information presented to you through the Service is protected by copyrights, trademarks, service marks, patents or other proprietary rights and laws. Except as expressly authorized by IXL or advertisers, you agree not to copy, modify, rent, lease, loan, sell, distribute or create derivative works based on the Service or the Software, in whole or in part. Any automated scraping, harvesting, indexing, mining, or any other extraction of any content from the Service is expressly prohibited.

The Service is protected by copyright and other laws in both the United States and elsewhere. Under the terms of this Agreement, it is expressly forbidden to distribute or reproduce the content of the Service or any portion thereof by any means, including but not limited to electronic and print.

IXL reserves the right to cancel your account without refund if it is determined that you have violated this section of the Agreement.

17. DISCLAIMER OF WARRANTIES

YOU EXPRESSLY UNDERSTAND AND AGREE THAT:

1. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED ON AN "AS IS" AND "AS AVAILABLE" BASIS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES AND CONDITIONS OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT.

2. IXL MAKES NO WARRANTY OR CONDITION THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SOFTWARE WILL BE CORRECTED.

3. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

4. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY OR CONDITION NOT EXPRESSLY STATED IN THE AGREEMENT.

18. LIMITATION OF LIABILITY

TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL IXL, ITS AFFILIATES, AGENTS, DIRECTORS, EMPLOYEES, SUPPLIERS OR LICENSORS BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA OR OTHER INTANGIBLE LOSSES (EVEN IF IXL HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES), RESULTING FROM: (i) THE USE OR THE INABILITY TO USE THE SERVICE; (ii) THE COST OF PROCUREMENT OF SUBSTITUTE GOODS AND SERVICES RESULTING FROM ANY GOODS, DATA, INFORMATION OR SERVICES PURCHASED OR OBTAINED OR MESSAGES RECEIVED OR TRANSACTIONS ENTERED INTO THROUGH OR FROM THE SERVICE; (iii) UNAUTHORIZED ACCESS TO OR ALTERATION OF YOUR TRANSMISSIONS OR DATA; (iv) STATEMENTS OR CONDUCT OF ANY THIRD PARTY ON THE SERVICE; OR (v) ANY OTHER MATTER RELATING TO THE SERVICE.

In no event shall IXL or its subsidiaries, parent companies, affiliates, licensors, contractors, employees, officers, directors, agents or third-party partners' total liability to you for all damages, losses, and causes of action arising out of or relating to this Agreement or your use of the IXL Service (whether in contract, tort, warranty or otherwise, exceed the amount paid by you, if any, for accessing the IXL Service during the twelve (12) months preceding your claim or one hundred dollars ($100), whichever is greater.

19. EXCLUSIONS AND LIMITATIONS

SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF CERTAIN WARRANTIES AND CONDITIONS OR THE LIMITATION OR EXCLUSION OF LIABILITY FOR CERTAIN CLAIMS OR DAMAGES SUCH AS INCIDENTAL OR CONSEQUENTIAL DAMAGES. ACCORDINGLY, THE DISCLAIMERS, EXCLUSIONS AND LIMITATIONS OF LIABILITY UNDER THIS AGREEMENT WILL NOT APPLY TO THE EXTENT PROHIBITED BY APPLICABLE LAW.

20. TRADEMARK INFORMATION

IXL and the IXL logo are registered trademarks of IXL Learning, Inc. You agree not to use any IXL trademarks without the express advance written permission of IXL.

21. GOVERNING LAW AND VENUE

You agree that: (i) the Service shall be deemed solely based in California; and (ii) the Service shall be deemed a passive one that does not give rise to

personal jurisdiction over us, either specific or general, in jurisdictions other than California. This Agreement shall be governed by the internal substantive laws of the State of California, without respect to its conflict of laws principles. The parties acknowledge that this Agreement evidences a transaction involving interstate commerce. Notwithstanding the preceding sentences with respect to the substantive law, any arbitration conducted pursuant to the terms of this Agreement shall be governed by the Federal Arbitration Act (9 U.S.C. §§ 1-16). This Agreement is a contract for the provision of services and not a contract for the sale of goods. The provisions of the Uniform Commercial Code (UCC), the Uniform Computer Information Transaction Act (UCITA), or any substantially similar legislation as may be enacted, shall not apply to this Agreement. If you are located outside of the territory of the United States, the parties agree that the United Nations Convention on Contracts for the International Sale of Goods shall not govern this Agreement or the rights and obligations of the parties under this Agreement.

You agree to submit to the personal jurisdiction of the federal and state courts located in San Mateo County, California for any actions for which we retain the right to seek injunctive or other equitable relief in a court of competent jurisdiction to prevent the actual or threatened infringement, misappropriation or violation of our copyrights, trademarks, trade secrets, patents, or other intellectual property or proprietary rights, as set forth in the Arbitration provision below, including any provisional relief required to prevent irreparable harm. You agree that San Mateo County, California is the proper forum for any appeals of an arbitration award or for trial court proceedings if the arbitration provision below is found to be unenforceable.

22. ARBITRATION

READ THIS SECTION CAREFULLY BECAUSE IT REQUIRES THE PARTIES TO ARBITRATE THEIR DISPUTES AND LIMITS THE MANNER IN WHICH YOU CAN SEEK RELIEF FROM IXL. For any dispute with IXL, you agree to first contact us at legalnotices@ixl.com and attempt to resolve the dispute with us informally. In the unlikely event that IXL has not been able to resolve a dispute it has with you after sixty (60) days, we each agree to resolve any claim, dispute, or controversy (excluding any claims for injunctive or other equitable relief as provided below) arising out of or in connection with or relating to this agreement, or the breach or alleged breach thereof (collectively, "Claims"), by binding arbitration by JAMS, under the Optional Expedited Arbitration Procedures then in effect for JAMS, except as provided herein. JAMS may be contacted at www.jamsadr.com. The arbitration will be conducted in San Mateo County, California, unless you and IXL agree otherwise. If you are a School or are using the Service for commercial purposes, each party will be responsible for paying any JAMS filing, administrative and arbitrator fees in accordance with JAMS rules, and the

award rendered by the arbitrator shall include costs of arbitration, reasonable attorneys' fees and reasonable costs for expert and other witnesses. If you are an individual using the Service for non-commercial purposes: (i) JAMS may require you to pay a fee for the initiation of your case, unless you apply for and successfully obtain a fee waiver from JAMS; (ii) the award rendered by the arbitrator may include your costs of arbitration, your reasonable attorney's fees, and your reasonable costs for expert and other witnesses; and (iii) you may sue in a small claims court of competent jurisdiction without first engaging in arbitration, but this does not absolve you of your commitment to engage in the informal dispute resolution process. Any judgment on the award rendered by the arbitrator may be entered in any court of competent jurisdiction. Nothing in this Section shall be deemed as preventing IXL from seeking injunctive or other equitable relief from the courts as necessary to prevent the actual or threatened infringement, misappropriation, or violation of our data security, Intellectual Property Rights or other proprietary rights.

23. CLASS ACTION/JURY TRIAL WAIVER

WITH RESPECT TO ALL PERSONS AND ENTITIES, REGARDLESS OF WHETHER THEY HAVE OBTAINED OR USED THE SERVICE FOR PERSONAL, COMMERCIAL OR OTHER PURPOSES, ALL CLAIMS MUST BE BROUGHT IN THE PARTIES' INDIVIDUAL CAPACITY, AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS ACTION, COLLECTIVE ACTION, PRIVATE ATTORNEY GENERAL ACTION OR OTHER REPRESENTATIVE PROCEEDING. THIS WAIVER APPLIES TO CLASS ARBITRATION, AND, UNLESS WE AGREE OTHERWISE, THE ARBITRATOR MAY NOT CONSOLIDATE MORE THAN ONE PERSON'S CLAIMS. YOU AGREE THAT, BY ENTERING INTO THIS AGREEMENT, YOU AND IXL ARE EACH WAIVING THE RIGHT TO A TRIAL BY JURY OR TO PARTICIPATE IN A CLASS ACTION, COLLECTIVE ACTION, PRIVATE ATTORNEY GENERAL ACTION, OR OTHER REPRESENTATIVE PROCEEDING OF ANY KIND.

24. ADDITIONAL TERMS FOR MOBILE APPLICATIONS

Mobile Applications, Generally. We may make available software to access the Service via a mobile device ("Mobile Applications"). To use a Mobile Application, you must have a mobile device that is compatible with at least one of the Mobile Applications. IXL does not warrant that the Mobile Applications will be compatible with your mobile device. You may use mobile data in connection with the Mobile Applications and may incur additional charges from your wireless provider for these services. You agree that you are solely responsible for any such charges. IXL hereby grants you a non-exclusive, non-transferable, revocable license to use a compiled code copy of the Mobile Applications for one IXL User Account on one mobile device owned or leased solely by you, for your personal use. You may not: (i) modify,

disassemble, decompile or reverse engineer the Mobile Applications, except to the extent that such restriction is expressly prohibited by law; (ii) rent, lease,

loan, resell, sublicense, distribute or otherwise transfer the Mobile Applications to any third party or use the Mobile Applications to provide time sharing or similar services for any third party; (iii) remove, circumvent, disable, damage or otherwise interfere with security-related features of the Mobile Applications, features that prevent or restrict use or copying of any content accessible through the Mobile Applications, or features that enforce limitations on use of the Mobile Applications; or (iv) delete the copyright and other proprietary rights notices on the Mobile Applications. You acknowledge that IXL may from time to time issue updates and upgrades, including but not limited to upgraded versions of the Mobile Applications, and may automatically electronically upgrade the version of the Mobile Applications that you are using on your mobile device. By installing the Mobile Applications, you consent to the activation of the Mobile Application by IXL, 777 Mariners Island Blvd., Suite 600, San Mateo, CA 94404, and to all future automatic upgrading and updating on your mobile device, and agree that the terms and conditions of this Agreement will apply to all such upgrades. You can withdraw your consent at any time by uninstalling the Mobile Applications. To request assistance, please contact IXL support at help@ixl.com. You acknowledge and understand and agree that the Mobile Applications, and the Service (including any updates and upgrades) will (a) cause your device to automatically communicate with our servers to deliver the Service's functionalities (as described where you downloaded the Mobile Applications (such as iTunes and Google stores) (b) affect the app-related preferences or data stored in your device, and (c) collect personal information as set out in our Privacy Policy. Any third-party code that may be incorporated in the Mobile Applications is covered by the applicable open source or third-party license EULA, if any, authorizing use of such code. The foregoing license grant is not a sale of the Mobile Applications or any copy thereof, and IXL or its third-party partners or suppliers retain all right, title, and interest in the Mobile Applications (and any copy thereof). Any attempt by you to transfer any of the rights, duties or obligations hereunder, except as expressly provided for in this Agreement, is void. IXL reserves all rights not expressly granted under this Agreement. If the Mobile Applications is being acquired on behalf of the United States Government, then the following provision applies. The Mobile Applications will be deemed to be "commercial computer software" and "commercial computer software documentation," respectively, pursuant to DFAR Section 227.7202 and FAR Section 12.212, as applicable. Any use, reproduction, release, performance, display or disclosure of the Service and any accompanying documentation by the U.S. Government will be governed solely by this Agreement and is prohibited except to the extent expressly permitted by this Agreement. The Mobile Applications originates in the United

States, and is subject to United States export laws and regulations. The Mobile Applications may not be exported or re-exported to certain countries or those persons or entities prohibited from receiving exports from the United States. In addition, the Mobile Applications may be subject to the import and export laws of other countries. You agree to comply with all United States and foreign laws related to use of the Mobile Applications and the Service.

Mobile Applications from Apple App Store. The following applies to any Mobile Applications you acquire from the Apple App Store ("Apple-Sourced Software"): You acknowledge and agree that this Agreement is solely between you and IXL, not Apple, Inc. ("Apple") and that Apple has no responsibility for the Apple-Sourced Software or content thereof. Your use of the Apple-Sourced Software must comply with the App Store Terms of Service. You acknowledge that Apple has no obligation whatsoever to furnish any maintenance and support services with respect to the Apple-Sourced Software. In the event of any failure of the Apple-Sourced Software to conform to any applicable warranty, you may notify Apple, and Apple will refund the purchase price for the Apple-Sourced Software to you; to the maximum extent permitted by applicable law, Apple will have no other warranty obligation whatsoever with respect to the Apple-Sourced Software, and any other claims, losses, liabilities, damages, costs or expenses attributable to any failure to conform to any warranty will be solely governed by this Agreement and any law applicable to IXL as provider of the software. You acknowledge that Apple is not responsible for addressing any claims of you or any third party relating to the Apple-Sourced Software or your possession and/or use of the Apple-Sourced Software, including, but not limited to: (i) product liability claims; (ii) any claim that the Apple-Sourced Software fails to conform to any applicable legal or regulatory requirement; and (iii) claims arising under consumer protection or similar legislation; and all such claims are governed solely by this Agreement and any law applicable to IXL as provider of the software. You acknowledge that, in the event of any third-party claim that the Apple-Sourced Software or your possession and use of that Apple-Sourced Software infringes that third party's intellectual property rights, IXL, not Apple, will be solely responsible for the investigation, defense, settlement and discharge of any such intellectual property infringement claim to the extent required by this Agreement. You and IXL acknowledge and agree that Apple, and Apple's subsidiaries, are third-party beneficiaries of this Agreement as relates to your license of the Apple-Sourced Software, and that, upon your acceptance of the terms and conditions of this Agreement, Apple will have the right (and will be deemed to have accepted the right) to enforce this Agreement as relates to your license of the Apple-Sourced Software against you as a third-party beneficiary thereof.

Mobile Applications from Google Play Store. The following applies to any Mobile Applications you acquire from the Google Play Store ("Google-Sourced Software"): (i) you acknowledge that the Agreement is between you and IXL only, and not with Google, Inc. ("Google"); (ii) your use of Google-Sourced Software must comply with Google's then-current Google Play Store Terms of Service; (iii) Google is only a provider of the Google Play Store where you obtained the Google-Sourced Software; (iv) IXL, and not Google, is solely responsible for its Google-Sourced Software; (v) Google has no obligation or liability to you with respect to Google-Sourced Software or the Agreement; and (vi) you acknowledge and agree that Google is a third-party beneficiary to the Agreement as it relates to IXL's Google-Sourced Software.

25. GENERAL TERMS

This Agreement, together with any amendments and any additional agreements you may enter into with IXL relating to the Service, shall constitute the entire agreement between you and IXL and govern your use of the Service, superseding any prior agreements between you and IXL. We object to and reject any additional or different terms proposed by you, including those contained in your purchase order, acceptance or website. This Agreement may only be superseded by a signed, notarized writing executed by an officer of IXL. The failure of IXL to exercise or enforce any right or provision of this Agreement shall not constitute a waiver of such right or provision. If any provision of the Agreement is found by a court of competent jurisdiction to be invalid, the parties nevertheless agree that the court should endeavor to give effect to the parties' intentions as reflected in the provision, and the other provisions of the Agreement remain in full force and effect. Except for actions for nonpayment or breach of a party's proprietary rights, no action, regardless of form, arising out of or relating to this Agreement may be brought by either party more than one (1) year after the cause of action has accrued. We might make versions of this Agreement or one or more of our Policies available in languages other than English. If we do, the English version of this Agreement and any such Policies will govern our relationship and the translations are provided for convenience only and will not be interpreted to modify the English version of this Agreement or such Policies.

The section titles in this Agreement are for convenience only and have no legal or contractual effect.

Last Updated: January 27, 2021

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IXL Information Security Policies and Procedures

Introduction

IXL's information security is a top priority to the company. IXL employs reasonable organizational and technical means to prevent unauthorized access, use, alteration, or disclosure of customer data stored on systems under IXL's control.

1. **Access to customer data.** IXL limits its personnel's access to customer data as follows:
   - Requires unique user credentials and two-factor authentication to access network environments containing user data;
   - External connections to all production systems are limited to encrypted and secure protocols, and governed by firewall rules that grant the minimal amount of access required to perform required functions; and
   - Limits access to customer data to employees with a business need for access.

2. **Data encryption.** IXL provides encryption for customer data as follows:
   - Network connections to IXL's production environment utilize Transport Layer Security (TLS) or Secure Shell (SSH);
   - All data stored in IXL's production environment is encrypted at rest using AES-256 bit encryption; and
   - All data stored on IXL-owned laptops is encrypted at rest.

3. **Data Security Measures**
   - IXL employs automated log collection and audit trails for production systems.
   - Connections originating from untrusted networks segments will be governed by firewall rules and other security safeguards that grant the minimal access required to access the intended service provided by the company.
   - System passwords and access keys are stored in a privileged location accessible only to IXL security administrators, and all credentials are changed from factory default settings.
   - Production systems receive regular maintenance to apply security patches; and
   - Physical access to systems requires security RFID badges and biometric authentication, and is limited to IT staff performing physical maintenance.

4. **Independent security assessments.** IXL utilizes the following third-party services to evaluate and certify IXL's security methodology:
   - Undergoes monthly third-party network vulnerability scanning and assessment tests;
   - Maintains PCI-DSS Compliance Level 2; and
   - Randomly selects employees for security assessment practical examination on an ongoing basis.

5. **Incident response.** In the event of a data breach, a thorough post mortem will be conducted to identify the cause and scope of the breach, systems will be patched in a timely manner if necessary, and changes to security methodology will be implemented if warranted. IXL will also comply with any contractual and legal obligations regarding notification of data breaches.

6. **Personnel Management.** IXL requires its employees to conform to information security standards as follows:
   - Performs employment verification, including proof of identity validation and criminal background checks for all new hire;
   - Conducts on-going training with IXL employees on network security practices and company data handling procedures; and
   - Revokes employee access to IXL networks and services upon departure from the company.

7. **Modifications to policy.** From time to time, IXL may modify this policy and its security procedures, but will not materially reduce the overall level of information security. IXL will provide any updates to policy upon request.

Last Modified: November 10, 2017

Cover Sheet

Approval of MSA-Santa Ana Street Signage Installation

Section: IV. Action Items
Item: C. Approval of MSA-Santa Ana Street Signage Installation
Purpose: Vote
Submitted by:
Related Material: MSA-Santa Ana Street Signage Installation.pdf

Board Agenda Item #	IV C: Action Item
Date:	June 10, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steven Keskinturk, MSA-Santa Ana Principal
RE:	MSA-Santa Ana Street Signage Installation

Proposed Board Motion

I move that the MPS Board of Directors approve the installation of the Street Signage at Magnolia Science Academy school entrance and approve AG Construction as the company to install it.

Introduction

- Magnolia Science Academy Santa Ana wants to install a street sign/ street marquee.

Background

- School Location:
  o MSASA is in need to be able to locate the schools location to the public. Currently, there is a school where we are located.
- Communication:
  o Important Announcements to the Public:
  For example, we are doing food and meal distribution to our families, but also to the community every Wednesday (we do reach out to around 1100 families every week). We are trying to reach out to our stakeholders and community using multiple channels, and one of them is the street sign.
  o Important Announcements to the Parents:
  With having the street sign, we will be able not only to announce the food and meal distribution, but also some important messages regarding the school, such as reopening dates, but also some important messages related to the public health, like health and safety procedures.

Analysis (If applicable)

- N/A

Budget Implications

- The estimated total cost for the street signage installation is $29,000.00
- MSASA Parents and community arranged a "Together We Thrive Campaign" fundraising and collected around $20,000.00 ($13,000.00 from PTF funds) in December 2020.
- For the remainder of the cost, which is around $9,000.00, ESSER Funds will be used.

Exhibits (attachments):

- RFP for MSASA Marquee Sign Installation (PDF file)
- Quotes from 3 vendors

Magnolia Educational & Research Foundation

MSASA Marquee Sign - RFP

Request for Proposals

RESPONSES DUE by 4:00 p.m., Tuesday, May 18, 2021

Section 1: Public Notification

1.1 Introduction

Magnolia Educational & Research Foundation ("Magnolia" or "Magnolia Public Schools") is a 501(c) (3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. Magnolia's vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society. Magnolia operates ten (10) public charter schools in Los Angeles, Orange and San Diego Counties.

1.2 Scope of Work

Magnolia Public Schools is requesting bids from qualified companies that have experience in designing, permitting and installing street signs/ street marquees. Magnolia is looking to make the installation at Magnolia Science Academy Santa Ana (MSASA) during the month June 2021.

The project site is located at MSASA's campus at 2840 W 1st Street, Santa Ana, CA 92703.

The selected Vendor will coordinate and work with Magnolia staff and other parties as needed. The project should be completed during the month of **June 10, 2021.**

The site is flat, has good access with a large staging area immediately adjacent to it.

Additional details are found in Section 3, RFP Response Requirements.

1.3 Requirements

The successful Vendor shall:
- have successful experience working with K-12 schools.
- provide a minimum of three (3) references.

- provide appropriate proof of insurance as directed by Magnolia Public Schools.

Additional details can be found in Section 3.

Section 2: Notice to Vendors

2.1 Submission Method

All bids responses shall be delivered by US Postal Service, common courier (FedEx, UPS), via hand delivery or by email. If a hard copy is submitted, additionally submit a soft copy of the complete RFP response via email in .pdf format to sacar@magnoliapublicschools.org by the due date as listed in section 2.5.

2.2 Responsiveness

Magnolia reserves the right to reject a proposal if the proposal is conditional or incomplete, deemed non-responsive, or if it contains any alterations of form or other irregularities of any kind. Magnolia may reject any or all proposals or waive any immaterial deviation in a proposal. Magnolia's waiver of an immaterial deviation shall in no way modify the RFP document or excuse the Vendor from full compliance with all other requirements if awarded the contract.

A proposal is considered responsive if it follows the required format and meets all deadlines and other requirements outlined in this RFP.

2.3 Negotiations

Magnolia reserves the right to further negotiate with selected Vendors regarding pricing and fee structures. All information included in a Proposal may be incorporated, at Magnolia's sole option, into the contract. Magnolia reserves the right to negotiate final terms and conditions of the contract, which may differ from those contained in the Proposal, provided Magnolia considers such negotiation to be in its best interest and the changes in the terms and conditions must not create a material change to the original terms released in the RFP.

2.4 Form of Contract

Each successful Bidder shall be required to enter into a contract in the form prescribed or agreed to by Magnolia. The contract shall be valid from its execution through the completion of the scope of work.

2.5 Timeline

All responses are due **by 4:00 p.m., Tuesday, May 18, 2021**.   Submittals received after the due date and time will not be considered.

Section 3: RFP Response Requirements

3.1 Scope of Work-Deliverables

All responses to the RFP shall contain the services to be provided by Vendor including procurement, selection, improvement, delivery and installation of the sign, and all necessary supplies to complete the same.

3.2 Response Requirements

The proposal shall contain:

- An itemized breakdown of the fees

- A project schedule, specifying procurement, delivery and installation schedule—start and end dates and duration.

- Vendor Qualifications and Experience: Provide a minimum of three (3) references, including,

   (a) name and scope of the project

   (b) client name and contact information

   (c) contract amount

- Qualifications and Experience of Key Personnel: Identify the person(s) that will be principally responsible for working with the MPS and leading this engagement.
- Provide Insurance Coverage Details

3.3 Evaluation of Proposals and Recommendation

All RFP responses will be evaluated by a committee of Magnolia home office staff including the following individuals:

- Mr. Suat Acar, Chief Operating Officer
- Mr. Serdar Orazov, Chief Financial Officer
- Mr. Steven Keskinturk, Principal for MSASA
- Mr. Patrick Ontiveros, General Counsel & Director of Facilities

Overall responsiveness and representations made within the RFP, as well as your firm's ability to connect with the MPS team are important factors in the overall evaluation process. MPS will select a firm that has the highest suitability for the work with MPS.

**Preference will be given to Vendors who have the proven ability to deliver ADA compliant projects within educational institutions in a timely fashion and have demonstrated experience working on aggressive schedules by working collaboratively in a team environment.

3.4 Award

Magnolia reserves the right to reject any and all proposals; to waive any informality in the proposal process; and to accept the proposal that appears to be in its best interests. The contract award will be **announced on or about Friday, May 21, 2021**.

4. Questions

Please feel free to direct questions to Patrick Ontiveros by email as shown below.

Patrick Ontiveros, General Counsel & Director of Facilities
c/o Magnolia Education & Research Foundation
250 E 1st Street, Suite 1500
Los Angeles, CA 90012
pontiveros@magnoliapublicschools.org

5. Submission

All proposals are due **no later than by 4:00 p.m., Tuesday, May 18, 2021**. Please deliver proposals to Suat Acar via hard copy, hand delivery or by email as indicated below:

Mr. Suat Acar, Chief Operating Officer
c/o Magnolia Education & Research Foundation
250 E 1st Street, Suite 1500
Los Angeles, CA 90012
sacar@magnoliapublicschools.org

AG CONSTRUCTION
18960 Ventura Blvd. #211
Tarzana, CA 91356
Tel. No. (818)963-1683
Fax No. (818)344-1850
License No. 706172
Email: agconstruction18@gmail.com

AG CONSTRUCTION

PROPOSAL

This proposal is submitted to:	Project Address:	2021-94
Steven Keskinturk 2840 W 1st st Santa ana ,Ca 92703	MSA Santa Ana ,CA Santa Ana ,Ca	

DESCRIPTION		AMOUNT
05/25/21		
1) Permit Obtainment -include two trips for sign permit $150 per hour for additional required trip.	$	2,400.00
2) Manufacture and install (1) D/F internally illuminated Marquee sign with digital message board Foundation included	$	27,480.00
* **Permit fees excluded**		
Total Amount	$	**29,880.00**

All the above work to be completed in a substantial and workmanlike manner according to standard practice.

AG Construction

MEGA
LED TECHNOLOGY

6500 Flotilla St.
Commerce, California, 90040
888-315-7446
www.megasigninc.com

QUOTE

2707169000074131070
May 19, 2021 11:52 AM

Prepared For	Magnolia Science Academy-SA	**Ship To**	
	Alfonso Bueno	**Magnolia Science Academy-**	
	abueno@magnoliapublicschools.org	**SA**	
Project Name	Alpha Series 59 10mm DF	Santa Ana	
Amount	$ 27,103.46	California	
Quote Valid For	30 Days	92703	
Sales Person	David Park		
	888-315-7446		
	david@megasigninc.com		

Product Details	Quantity
ALP-59-DF 5' x 9' Alpha All-in-one Lighted Identification Cabinet with LED Display Double Face The Alpha Series was brought to life with the intention of providing the best quality sign at fair and honest price. Alpha Series is designed to eliminate the costs associated with bloated and inefficient supply chains and pass the savings direct to client. High prices don't always mean high quality. Alpha Series offer amazing quality products at great prices. All-in-one cabinet with lighted identification sign with LED Display. All Aluminum cabinet construction with powered coated to withstand extreme weather conditions, UV coated Lexan, efficient LED lighting, temperature-controlled cabinet, and finally, pair it with available LED sign sizes.	1
MP10-28-SMD Premier Full Color LED Display 10mm 2' 3-1/4" x 8' 6-3/4" Pixel Matrix 64x256 Premier Series outdoor LED displays feature all aluminum cabinets made right here in the USA. Toll Free Lifetime Diagnostics Support and 5 Year Parts & Factory Labor Warranty, 160 degree viewing angle LEDs on our IP65 Rated front and back water proof modules, Front Serviceable cabinets, Universally Sized Modules to allow easy future upgradability, Conformal Coated Delta Power Supplies, Oversized , Energy Efficient, Operating temperature -22F to 140F. MET Labs Certified and tested compliant with UL48, UL8750, UL1433 Display Specification Series: Premier Total Dimension (ft): 2' 3-1/4" x 8' 6-3/4" Active Viewing Area (ft): 2' 1-1/4" x 8' 4-3/4" Pixel Pitch: 10mm Color Capability: 281 Trillion Colors Pixel Matrix: 64x256 Pixel Configuration: All-in-one SMD 1 Red / 1 Green / 1 Blue Brightness: 8,500 NITS Viewing Angle: 170 Degree Horizontal / 160V Degree Vertical Minumum Character Height: 2 3/4 inch Maximum Character Height: 24 inch Maximum Lines: 8 Estimated Weight: 196.608 lbs Maintenance: Front Service Electrical Requirement Per Face Regular Operating Watts: 442 Maximum Boot-up Watts: 1475 Max Amps @120V: 12.3 Max Amps @240V: 6.1 Estimated Monthly Electricity Cost: $26 *Estimated @ Operating 18hrs / Day @ $.11/kWH	2

Product Details	Quantity
Mega Cloud Software MEGA Cloud true cloud-based LED Sign software, and there is not software to install. Access Your Digital Signage from any Internet-Connected Device (PC, Mac, or Mobile). No Worries with Automatic Updates and Easy Access! Our service resides on the internet, or "in the cloud." This allows clients to securely login from any PC, Mac, or mobile device connected to the internet to operate their display. Updates to the system are fully automatic and new features are available immediately. Your Content is Safe and Secure. All content and schedules are securely stored in the client's online library and backed up daily to make sure they have access to their content 24/7. Easy User Management with a Multi-User Permission-based System. Clients have complete control over their display network. For example, a master account user can assign multiple people to make graphic requests, but restrict access to manage the display schedule or other features. MEGA Cloud offers a wide set of powerful features designed to empower professional digital signage. With thousands of customers all around the world, we have everything you need to take your signage operation to the next level.	1
Auto Dimming Sensor Auto dimming sensor will automatically adjust the LED Display brightness based on ambient light.	1
Wifi - Extended Range Advanced 2.4 GHz Wireless Communication System designed and built for severe weather conditions. Enables fast, wireless transmission of data files and content seamlessly to your LED display at distances up to 1,000 feet apart with line of sight. Protects your important files and LED display messages from outside interference or tampering. Communication is done via tried and tested TCPIP communication with WPA/PSK Security Encryption. - Outdoor access point antenna included - Outdoor sign antenna included - Mounting hardware included.	1
Pedestal 24" x 84" - 120mph	1
Install - Alpha Installation & Setup - w/ Foundation Professional installation of Alpha Series LED Display. Professional Installation and Configuration of LED Display(s) listed in this agreement. *Electrical run up to base of the sign is the responsibility of the sign owner, please see MEGA LED Electrical Requirements and Installation document. In certain and rare circumstances, installation quotes may vary based on site specific conditions determined at time of physical site inspection. Please see Terms & Conditions Document listed in this proposal. Services Include: - Physical Site Inspection - Pour Foundation specified by engineering drawing - Unpacking of LED displays - Bracket fabrication for mounting - Leveling and fastening to structure(s) - Proper grounding - Final connection to client provided electrical within 5 ft. of structure - Junction box with Seal-Tite conduit to displays - Final inspection for proper operation	1
Permit - Will Pull On-Premise(Up to 100 Sq Ft) Permit - MEGA LED Signs will Pull Local Sign Permits for a sign structure up to 100 Sq Ft. for on premise use. Services Include: - Physical Site Survey - Document Gathering - Site Map Drawing - Engineering Drawings - Permit Form Completion - Actual Cost of Permit from governing agency with jurisdiction to be billed to client once fees in addition are accessed Agreement is contingent upon MEGA LED acquiring a sign permit from governing agency with jurisdiction over sign location. In the event the permit is denied, the client is under no obligation to fulfill this agreement. The permit & engineering acquisition fee is non-refundable.	1

	Sub Total	$ 33,286.00

Sales Tax	**$ 873.46**
Discount	**- $ 7,056.00**
Grand Total	**$ 27,103.46**

Terms & Conditions

This Agreement is expressly limited to the acceptance by the Buyer of the exact listed terms and Buyer acknowledges that discussions and negotiations have occurred leading up to this agreement. Furthermore, neither party hereafter will rely on any oral representations made outside of the stated terms of this Agreement, which includes the "Standard Terms and Conditions" link below. Applicable sales tax in the State of California; will be accessed at the time of billing and may not be represented on this quotation. If you are a tax exempt entity, please provide proof so you are not charged tax in error. https://www.megasigninc.com/docs/termsofsales.pdf

To complete the order sign here, initial previous pages, and return all signed and initial pages.

Printed Name: _____

Signature: _____

Date: _____

Magnolia Science Academy-SA

2707169000074131070

Magnolia Science Academy
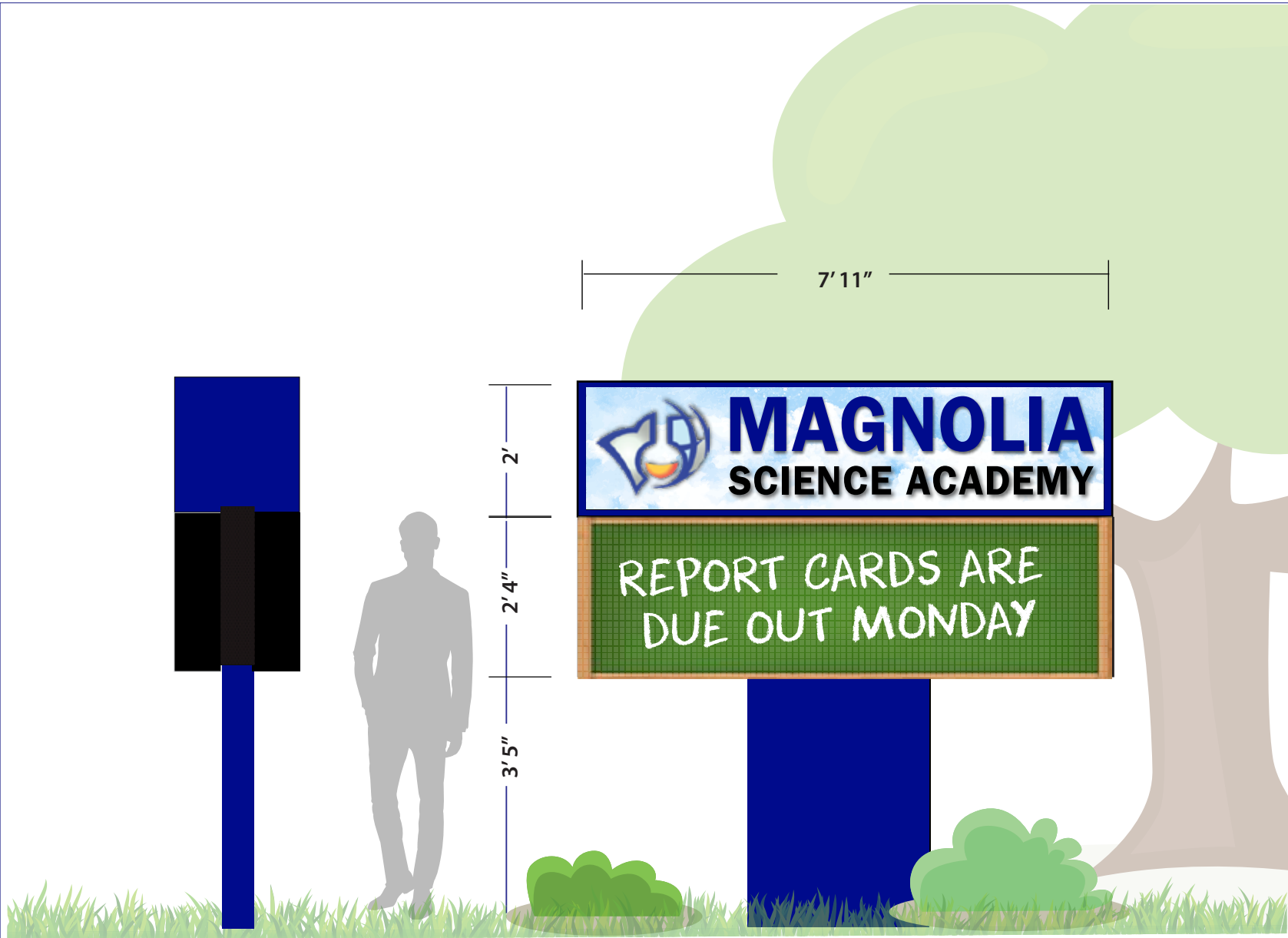
Reference #: ___141024___

Date: _5/19/21_____

Sketch #: ____1_____

Sign Specifications

20MM 36X120 Matrix

LED Model: Infinity Mod

Cabinet: 2' 4" H x 7' 11" W

Viewing Area: 2' 4" H x 7' 11" W

ID Cabinet: 2' H x 7' 11" W

Sign Leg: 3' 5"

7' 11"

2'

2' 4"

3' 5"

MAGNOLIA
SCIENCE ACADEMY

REPORT CARDS ARE
DUE OUT MONDAY

LED Sign Display Capabilities

20	36	120
# of Lines	Character Size (in)	# of characters per Line
4	6.3	20
3	8.7	12
2	13.4	9
1	27.6	4

The images in this rendering may be of insufficient quality for the manufacturing process. High resolution graphics are required for final production.

This colored sketch is provided as an example of color. There is no exact match between ink and paint. Signs Plus does not guarantee such.

Color Detail					
Cabinet/Leg: ■ *PMS2738C*	**Sign Face:** D *Digital Print*	**ID Letters:** ■ 480B Black ■ *PMS2738C*	**Draft:** X *None*	**Mascot Colors:** D *Digital Print*	

Approved ☐   Name: Signature :   Date:

SIGNS PLUS+
NEW IDEAS - NEW TECHNOLOGY, INC.

4242 McIntosh Lane • Sarasota, FL 34232 • 800-848-4262 • www.signsplussigns.com

SIGNS PLUS +
NEW IDEAS - NEW TECHNOLOGY, INC.

Q U O T E

Number 141024_20MM36X120DF-01

4242 McIntosh Ln , Sarasota, Florida 34232
t. 800-848-4262   f. 941-378-4062

Date   May 19, 2021

Sold To	Ship To
Magnolia Science Academy 2840 W 1st Street Santa Ana, CA 92703	**Magnolia Science Academy** 2840 W 1st Street Santa Ana CA 92703

Salesperson	P.O. Number	Ship Via	Terms
Colleen			

Line	Qty	Description	Unit Price	Ext. Price
	1	**20MM Full color LED signs with ID Cabinet and leg** **20MM Full Color LED Sign** **LED Pixel Matrix 36 x 120 Single/Double Faced DF** **Pixel Pitch: 20MM Model: INFMOD 120 Volts - Max Amps: 14.4** **LED Cabinet Dimensions: 2'- 4 6/16' H X 7'- 10 8/16' W** **Active Viewing Area: 2'- 4 6/16' H X 7'- 10 8/16' W** **Specifications** »» LEDs/Pixel (3) 1R-1G-1B »» Color Processing: 16-bit Grayscale »» Color Palette: 281 triliion colors »» Viewability: 140 degrees horizontal / 70 vertical »» Graphic Capability: text, animations, video & picture »» Display Dimming: 100 levels »» Video Frame Rate: 60 frames per second »» Average LED Life: 100,000 hrs »» Cabinet Construction: Extruded aluminum »» Weatherproofing (Front/Rear): IP65 / IP54 »» Manufacturing Quality Standard: ISO 9001 »» Compliance: FCC Part 15 / ETL / UL48 **2' X 7'-10" Identification Cabinet, Double Face** **Web-based, cloud hosting software.** **Cell data modem with lifetime prepaid data service** **3' 6" height, base plates and anchor bolts, c wrap**	$18,786.00	$18,786.00

Installation		
Installation by others/customer - Not provided by Signs Plus	**Sub Total**	$18,786.00
	Sales Tax	$1,737.71
	Shipping	$1,018.00
	Total	**$21,541.71**

Special Instructions

Identification Cabinet with Polycarbonate Faces:
  Lifetime vandalism warranty on Polycarbonate Faces.
  Lifetime workmanship warranty on entire Identification Cabinet,
  Lifetime workmanship warranty on Electrical Components.
  LIFETIME LABOR WARRANTY on Electrical Components

LED Sign Warranty
  5 Year manufacturer's advanced replacement parts warranty
  Lifetime technical support
  Lifetime FREE software training and support
  10 years parts availability guarantee

Refer to Signs Plus Warranty Statement for complete details.

Sales tax exemption requires confirmation of tax-exempt status by letter or valid resale certificate.

Number 141024_20MM36X120DF-01

Date May 19, 2021

Payment Terms

Authorized purchase order accepted to process order. Payment of entire invoice amount is due 10 days from the sign(s) ship date.

Sign Installation & Permits

Unless otherwise indicated in Special Instructions and the Buyer approved Sign Installation Agreement, sign permits, footers, sign erection, electrical service, electrical connection and planters or other decorative masonry or other structures are the responsibilities of the buyer. Signs Plus furnishes engineered footer drawings when applicable.

Delivery

The freight company will call your designated contact 24 hours in advance to schedule delivery.
Being unprepared or unavailable to accept delivery at the scheduled time may result in additional charges for a second delivery.
Requests for a delivery vehicle with a lift gate must be made in advance and additional charges may be incurred.

LED Communications Detail

Customer acknowledges that in order for the above LED board to communicate via a cell modem, data subscription is required. Signs Plus is providing the cell modem and cellular service for the expected life of the LED signs. As the owner or operator of the LED signs, you understand communication to the signs is dependent on maintaining this service.

Condition of Sale

Unless otherwise stipulated in Payment Terms the balance is due prior to shipment. All prices quoted are cash prices.

Signs Plus makes no expressed or implied warranties whatsoever with respect to the equipment and goods being purchased, including, but not limited to, the implied warranties of merchantability and fitness except those stated in warranties set forth in the written Signs Plus Warranty. We reserve the right to modify our designs and manufacturing process to improve the quality, value and/or safety of our signs. Each sign is individually designed per customer specifications. Cancellation at any stage will incur charges. These charges may exceed your deposit. Change orders will incur charges. Additional charges will be incurred when (1) rock or utilities are encountered during an installation by a Signs Plus agent; (2) site specific engineered prints and/or changes to standard sign engineering are required.

Except by prior agreement, Signs Plus or its agents will select the freight carrier to deliver the above described property. By law title to the property passes to the buyer upon delivery to the freight carrier. Loss or damage to the goods once in the possession of the freight carrier is the responsibility of the buyer and the freight carrier. Buyer accepts responsibility of unloading the sign at the "ship to address" listed on the Signs Plus contract, unless otherwise arranged through Signs Plus prior to the ship date. In the event legal proceedings become necessary to recover sums due under this contract, the venue of those proceedings will be Sarasota County, Florida. The offending party will pay all costs including attorneys' fees. Failure to meet the terms of this contract will invalidate your warranty.

Credit Card Purchases: Deposits will be processed the day the order is received. Requests for balance to be charged to a credit card

Approval / Authorization

AUTHORIZED SIGNATURE *I have read and agree to Terms and Conditions of Sale on page 2 of this Contract*

_____

Title:_____   **Date:**_____

A FAXED OR EMAILED SIGNATURE IS BINDING UPON BOTH PARTIES

Cover Sheet

Approval of MSA-Santa Ana Workstation Purchase RFP Award

Section: IV. Action Items
Item: D. Approval of MSA-Santa Ana Workstation Purchase RFP Award
Purpose: Vote
Submitted by:
Related Material: MSASA Purchase of 50 iMacs for Staff Usage.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	IV D: Action Item
Date:	June 10, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Steven Keskinturk, MSA-Santa Ana Principal
RE:	MSASA Purchase of 50 iMacs for Staff Usage

Proposed Board Motion

I move that the MPS Board of Directors approve the purchase of 50 iMacs for Magnolia Science Academy Santa Ana.

Introduction

- Magnolia Science Academy Santa Ana wants to get 50 iMacs desktop for all staff, including the teachers, office staff, supporting staff, and admin.

Background

- MSASA is in need of new 50 iMac desktops setup for the classrooms and supporting staff rooms to be able to effectively continue to support student education in the school environment. Currently We have 50 iMac sets in place and we got all of them in 2016 with the basic configuration. Over the years Due to update/upgrade of the OS, new programs and browsers usage needs makes the current iMacs really slow and laggy to handle the needs of the current environment which is also extra dependent on certain applications. Those applications need to be fast enough to support video communication for Hybrid Learning Model as well as instructional material. In addition to this according to the 5 years of disposal policy these devices are also disposable items at the time of 5 years threshold as well.

Analysis (If applicable)

- N/A

Budget Implications

- The total cost for the 50 iMac Purchase will be $92,650.28
- ESSER I funds will be used for the purchase to improve teaching and learning quality.

Exhibits (attachments):

- [RFP for MSASA iMac Purchase (PDF file)](#)
- [Quotes from 1 vendor (Apple is only vendor who is providing the quote for K-12)](#)

REQUEST FOR PROPOSALS FOR WORKSTATION PURCHASE
(Due Date – Wednesday, May 26TH, 2021)

PURPOSE

Magnolia Public Schools (MPS) is accepting proposals for the purchase of desktop computers for Magnolia Science Academy (MSA)-Santa Ana's classroom teaching. *Should there be a need for any other MPS schools listed below between dates June 1st, 2021 – June 30th, 2022, the approved vendor, the device model, and the lease price will be used for procurement:*

MSA-1	18238 Sherman Way, Reseda, CA 91335 18220 Sherman Way, Reseda, CA 91335
MSA-2	17125 Victory Blvd., Van Nuys, CA 91406
MSA-3	1254 East Helmick Street, Carson, CA 90746
MSA-4	11330 West Graham Place, Los Angeles, CA 90064
MSA-5	18230 Kittridge St., Reseda, CA 91335
MSA-6	3754 Dunn Dr., Los Angeles, CA 90034
MSA-7	18355 Roscoe Boulevard, Northridge, CA 91325
MSA-8	6411 Orchard Ave., Bell, CA 90201
MSA-Santa Ana	2840 W. 1st Street, Santa Ana, CA 92703
MSA-San Diego	6525 Estrella Ave., San Diego, CA 92120

GENERAL TERMS AND CONDITIONS FOR RFP PROPOSAL GUIDELINES

1. Each item request and guideline in the RFP must be known and properly addressed in the proposal.
2. All equipment in proposal must conform to specifications provided in the RFP.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

3. The Vendor must provide terms of warranty on all products.
4. The Vendor shall provide a clear breakdown of equipment and services costs.
5. The Vendor must provide an estimated timeline for product delivery.
6. Proposal must be valid for 60 days.

All questions regarding the RFP should be addressed in writing to Rasul Monoshev, IT Director, rmonoshev@magnoliapublicschools.org.

PROPOSAL SUBMISSION

Proposals are to be submitted no later than 5:00 PM PST, Monday, 05/26/2021 per one of the following means of delivery:

- Email to it@magnoliapublicschools.org, cc: aece@magnoliapublicschools.org

- Mail to: Rasul Monoshev, MSA Santa Ana Workstation Purchase

Magnolia Public Schools, 250 East First Street, Ste 1500, Los Angeles, CA

90012

ACCEPTANCE/REJECTION OF PROPOSAL SUBMISSIONS

MPS reserves the right to accept or reject any and all proposals or any portion of any and all proposals in its discretion. While price is an important consideration, it will not be the sole determining factor in the selection of a Vendor. Payments will not be made nor orders submitted until after the MPS Board of Directors has accepted a proposal and awarded it as the winning proposal submission. A contract will be entered into between MPS and the Vendor after the aforementioned approvals.

PAYMENT

Payment shall be made no later than 60 days after invoice date. The payment will not be issued until after both the Vendor and MPS agree that the project is complete and meets all requirements.

RFP Revisions

MPS reserves the right to modify or issue amendments to this RFP at any time. MPS also reserves the right to cancel or reissue this RFP at any time. Notices will be posted to http://magnoliapublicschools.org. It is the sole responsibility of interested vendors to monitor the URL for posting of such information.

RFP EVALUATION

All qualified, responsive proposals will be evaluated using the following factors and weights.

Factor	Weight
Cost of products and services (required, highest weight)	40%
Functionality/completeness/specifications of proposed solution	30%
Vendor qualifications, credentials, certifications, experience, and references	20%
Contract terms and conditions	10%
Total	**100.00%**

RFP Evaluation Committee

The RFP Evaluation committee members are as follows:
   ¶   Rasul Monoshev, IT Director
   ¶   Selcuk Keskinturk, MSA-Santa Ana Principal
   ¶   Ali Ece, MSA-Santa Ana IT Manager

RFP Evaluation and Award Timeline

05.26.2021: RFP is due at 5pm.
05.27.2021: The RFP Evaluation committee members will meet and evaluate the received bids
06.01.2021: The winning bid recommendation is submitted in documentation
06.10.2021: MPS Board Meeting day – The board might approve/deny/request for more information

EQUIPMENT & SERVICES SPECIFICATIONS
Item 1: Apple 24 inch 2021 iMac

Quantity: 50

24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 8-core GPU

Part Number: Z12U

Configuration:
   -065-C9GL Apple M1 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 8-core GPU, and 16-core Neural Engine
   -065-C9H1 16GB unified memory

-065-C9GN 256GB SSD storage
-065-CCTQ Gigabit Ethernet
-065-CCTT Two Thunderbolt / USB 4 ports
-065-CCTV Two USB-3 ports
-065-C9P3 Magic Mouse
-065-C9PQ Magic Keyboard with Touch ID - US English

Color selection of 50 iMacs:

13 green

9 Yellow

7 Blue

9 Orange

5 Silver

3 Purple

4 Pink.

Delivery/Shipping: No dock at this location.
Ship to Address:

Magnolia Science Academy-Santa Ana

2840 W. 1st Street, Santa Ana, CA 92703

Apple Inc. Education Price Quote

Customer:	Ali Ece MAGNOLIA SCIENCE ACADEMY SANTA ANA Phone: 714.479.0115 email: aece@magnoliapublicschools.org	**Apple Inc:** Ankur Khanna 5505 W Parmer Lane Bldg 7 Austin, TX 78727 email: ankur_khanna@apple.com

Apple Quote: 2210201182

Quote Date: Wednesday, May 12, 2021

Quote Valid Until: Wednesday, June 02, 2021

Quote Comments:
Please reference Apple Quote number on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	**24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 8-core GPU – Green** Part Number: Z12U **Configuration:** • 065-C9GL Apple M1 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 8-core GPU, and 16-core Neural Engine • 065-C9H1 16GB unified memory • 065-C9GN 256GB SSD storage • 065-CCTQ Gigabit Ethernet • 065-CCTT Two Thunderbolt / USB 4 ports • 065-CCTV Two USB-3 ports • 065-C9P3 Magic Mouse • 065-C171 None • 065-C9PQ Magic Keyboard with Touch ID – US English • 065-C9T9 Accessory Kit	13	$1,579.00	$20,527.00
2	**3-Year AppleCare+ for Schools – iMac** Part Number: S7729LL/A	13	$119.00	$1,547.00
3	**24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 8-core GPU – Yellow** Part Number: Z12S **Configuration:** • 065-C9GL Apple M1 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 8-core	9	$1,579.00	$14,211.00

GPU, and 16–core Neural Engine
- 065–C9H1 16GB unified memory
- 065–C9GN 256GB SSD storage
- 065–CCTQ Gigabit Ethernet
- 065–CCTT Two Thunderbolt / USB 4 ports
- 065–CCTV Two USB–3 ports
- 065–C9P2 Magic Mouse
- 065–C171 None
- 065–C9PP Magic Keyboard with Touch ID – US English
- 065–C9T8 Accessory Kit

4	**3–Year AppleCare+ for Schools – iMac** Part Number: S7729LL/A	9	$119.00	$1,071.00

5	**24–inch iMac with Retina 4.5K display: Apple M1 chip with 8–core CPU and 8–core GPU – Blue** Part Number: Z12W **Configuration:**	7	$1,579.00	$11,053.00

- 065–C9GL Apple M1 chip with 8–core CPU with 4 performance cores and 4 efficiency cores, 8–core GPU, and 16–core Neural Engine
- 065–C9H1 16GB unified memory
- 065–C9GN 256GB SSD storage
- 065–CCTQ Gigabit Ethernet
- 065–CCTT Two Thunderbolt / USB 4 ports
- 065–CCTV Two USB–3 ports
- 065–C9P4 Magic Mouse
- 065–C171 None
- 065–C9PT Magic Keyboard with Touch ID – US English
- 065–C9TC Accessory Kit

6	**3–Year AppleCare+ for Schools – iMac** Part Number: S7729LL/A	7	$119.00	$833.00

7	**24–inch iMac with Retina 4.5K display: Apple M1 chip with 8–core CPU and 8–core GPU – Orange** Part Number: Z132 **Configuration:**	9	$1,579.00	$14,211.00

- 065–C9GL Apple M1 chip with 8–core CPU with 4 performance cores and 4 efficiency cores, 8–core GPU, and 16–core Neural Engine
- 065–C9H1 16GB unified memory
- 065–C9GN 256GB SSD storage
- 065–CCTQ Gigabit Ethernet
- 065–CCTT Two Thunderbolt / USB 4 ports
- 065–CCTV Two USB–3 ports
- 065–C9P7 Magic Mouse
- 065–C171 None
- 065–C9PX Magic Keyboard with Touch ID – US English
- 065–C9TG Accessory Kit

8	**3–Year AppleCare+ for Schools – iMac** Part Number: S7729LL/A	9	$119.00	$1,071.00

Quote for MAGNOLIA SCIENCE ACADEMY 8 BELL + 2210201182   5/12/21, 11:06 AM

9	**24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 8-core GPU – Silver** Part Number: Z12Q **Configuration:** • 065-C9GL Apple M1 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 8-core GPU, and 16-core Neural Engine • 065-C9H1 16GB unified memory • 065-C9GN 256GB SSD storage • 065-CCTQ Gigabit Ethernet • 065-CCTT Two Thunderbolt / USB 4 ports • 065-CCTV Two USB-3 ports • 065-C9H8 Magic Mouse • 065-C171 None • 065-C9HF Magic Keyboard with Touch ID – US English • 065-C9HV Accessory Kit	5	$1,579.00	$7,895.00
10	**3-Year AppleCare+ for Schools – iMac** Part Number: S7729LL/A	5	$119.00	$595.00
11	**24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 8-core GPU – Purple** Part Number: Z130 **Configuration:** • 065-C9GL Apple M1 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 8-core GPU, and 16-core Neural Engine • 065-C9H1 16GB unified memory • 065-C9GN 256GB SSD storage • 065-CCTQ Gigabit Ethernet • 065-CCTT Two Thunderbolt / USB 4 ports • 065-CCTV Two USB-3 ports • 065-C9P6 Magic Mouse • 065-C171 None • 065-C9PW Magic Keyboard with Touch ID – US English • 065-C9TF Accessory Kit	3	$1,579.00	$4,737.00
12	**3-Year AppleCare+ for Schools – iMac** Part Number: S7729LL/A	3	$119.00	$357.00
13	**24-inch iMac with Retina 4.5K display: Apple M1 chip with 8-core CPU and 8-core GPU – Pink** Part Number: Z12Y **Configuration:** • 065-C9GL Apple M1 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 8-core GPU, and 16-core Neural Engine • 065-C9H1 16GB unified memory • 065-C9GN 256GB SSD storage • 065-CCTQ Gigabit Ethernet • 065-CCTT Two Thunderbolt / USB 4 ports • 065-CCTV Two USB-3 ports • 065-C9P5 Magic Mouse • 065-C171 None	4	$1,579.00	$6,316.00

- 065–C9PV Magic Keyboard with Touch ID – US
  English
- 065–C9TD Accessory Kit

14	**3-Year AppleCare+ for Schools - iMac**	4	$119.00	$476.00
	Part Number: S7729LL/A			

Edu List Price Total	**$84,900.00**
– eWaste Fee / Recycling Fee	$250.00
– Additional Tax	$0.00
– Estimated Tax	$7,500.28
– Total Tax	$7,500.28
Extended Total Price*	**$92,650.28**

*In most cases Extended Total Price does not include Sales Tax
*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

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Document rev 10.6.1

Date of last revision – June 20th, 2016

Cover Sheet

Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS

Section: V. Information/Discussion Items
Item: A. Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS
Purpose: Discuss
Submitted by:
Related Material: Public Hearing LCAP for all MPS.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	V A: Information/Discussion Item
Date:	June 10, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS

Proposed Board Recommendation

N/A

Background

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 has collaborated 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 have meaningfully engaged their stakeholders in the development of their LCAP.

As part of the LCAP development process our schools have conducted stakeholder surveys to engage our stakeholders

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in the evaluation of their experience at MPS. 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. The teams have completed their reflections and presented it to their stakeholders in various settings, including presentations at regular meetings of the MPS Stakeholders Committee and the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their stakeholders at their PTF, SSC, and ELAC meetings throughout the year. During the year, the MPS board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and next action steps.

The school leadership teams have worked with the MPS finance department in writing annual updates for their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action. The reports produced from Adaptive Insights have been used by the principals to update the dollar amounts in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year will be shared with the SSC and ELAC and their approval will be sought.

The draft LCAPs have been uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing has been shared with stakeholders via ParentSquare as well as how they can share their feedback.

The processes described above are all part of our LCAP development and continuous improvement cycle.

Budget Implications

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

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

The public hearing of LCAP is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- DRAFT LCAP for each Magnolia Science Academy

  MSA-1 (Pg.3), **MSA-2** (Pg.121), **MSA-3** (Pg.246), **MSA-4** (Pg.372), **MSA-5** (Pg. 487)
  MSA-6 (Pg.602), **MSA-7** (Pg.715), **MSA-Bell** (Pg.830) **MSA-Santa Ana** (Pg. 937), **MSA-San Diego** (Pg.1055)

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who had sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 90%

Expected	Actual
90% **Baseline** 90%	
Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8,11): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 42% English Learners: 0% Socioeconomically Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 40% White: 60%	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%
Metric/Indicator Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments (Grades 3-8,11) **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	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 above standard Hispanic: 19.4 points below standard White: 20.9 points above standard

Expected	Actual
Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 20.0 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 25.7 points below standard Students with Disabilities: 94.7 points below standard Hispanic: 25.7 points below standard White: 24.3 points below standard	
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 44% English Learners: 2% Socioeconomically Disadvantaged: 37%	2018-19: All Students: 54.2% English Learners: 47.1% Socioeconomically Disadvantaged: 53.4% Students with Disabilities: 38.5% Hispanic: 53.6% White: 59.1%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy

Expected	Actual
Students with Disabilities: 7% Hispanic: 38% White: 66%	
Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8,11): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 29% English Learners: 4% Socioeconomically Disadvantaged: 24% Students with Disabilities: 3% Hispanic: 25% White: 51%	2018-19: All Students: 30.13% English Learners: 9.09% Socioeconomically Disadvantaged: 27.72% Students with Disabilities: 5.17% Asian: 42.86 Hispanic: 27.16% White: 62.50%
Metric/Indicator Change in Average Distance from Standard on the CASSPP Mathematics assessments (Grades 3-8,11) **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year	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 Asian: 34.3 points above standard Hispanic: 50.0 points below standard

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy

Expected	Actual
Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 46.1 points below standard English Learners: 91.6 points below standard Socioeconomically Disadvantaged: 55.0 points below standard Students with Disabilities: 140.2 points below standard Hispanic: 55.6 points below standard White: 39.0 points below standard	White: 6.2 points above standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 45% English Learners: 2%	2018-19: All Students: 60.2% English Learners: 52.3% Socioeconomically Disadvantaged: 62.2% Students with Disabilities: 51.2% Hispanic: 61.6% White: 58.3%

Expected	Actual
Socioeconomically Disadvantaged: 38% Students with Disabilities: 3% Hispanic: 37% White: 65%	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the CELDTand/or ELPAC **19-20** 2 percentage points up from the prior year **Baseline** 50%	2018-19: 52.6%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 1 percentage point up from the prior year **Baseline** 33%	2019-20: 10.1%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 1 percentage point up from the prior year **Baseline** 80%	2019-20: 76%
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2018-19: 13%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy

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Expected	Actual
19-20 5 percentage point up from the prior year **Baseline** 48%	
Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher **19-20** 2 percentage point up from the prior year **Baseline** 25%	2019-20: 34.8%
Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSATtest **19-20**	2019-20: Math: 17%, ELA: 36.2%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy

Expected	Actual
100%

Baseline
100% | |

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All

Location(s)
 All Schools | $21,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $24,000.00 | $12,000 BTSA expenses (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base $12,000 |
| 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.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All

Location(s)
 All Schools | $49,488.00 4100-4200 Books $79,733.00 4300-supplies, materials
$64,000.00 4400 4400 - Equipment
 4000-4999: Books And Supplies LCFF Base $193,221.00 | $43,000.00 4100-4200 Books $108.00 4300-supplies, materials ($36K Educational software) $10,000.00 4400 4400 - Equipment (Leased computers)
 4000-4999: Books And Supplies LCFF Base $161,000.00 |
| Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain | 5615, Repair and Maintenance $60,000.00, | 5630, Repair and Maintenance $35,000.00, |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
campus cleanliness.We are separating Middle and High school. We need to add one more janitor. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	5500, Operation and housekeeping $130,000.00 5000-5999: Services And Other Operating Expenditures LCFF Base $190,000.00 2900,3000 Janitors salaries and benefits $93,000 1000-3000: Salary and Benefits LCFF Base $93,000.00	5500, Operation and housekeeping $95,000.00 5000-5999: Services And Other Operating Expenditures LCFF Base $130,000.00 2900,3000 Janitors salaries and benefits $93,000 1000-3000: Salary and Benefits LCFF Base $93,000.00
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits. We will have more staff. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$20,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $21,500.00	$35,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $39,500.00
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.	$62,000.00 EL Coordinator salary (1000)(S&C); $20,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I) 1000-3000: Salary and Benefits Title I $82,000.00 $5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies LCFF Base	$63,624.00 EL Coordinator salary (1000)(S&C); $27,860 Benefits (3000)(S&C); 1000-3000: Salary and Benefits Title I $91,484.00 $5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies LCFF Base $84.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
     Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools		

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	$4,000 Professional Development on ELD strategies (5000)(S&C) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $4,000.00	$4,000 Professional Development on ELD strategies (5000)(S&C) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $220.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools		
During the day, Charter School will provide additional supports and interventions to all students, including ELs. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	$73,000 1 intervention teachers salaries (1000)(Title I); $27,000 Benefits (3000)(Title I) 1000-1999: Certificated Personnel Salaries Title I $100,000.00	$63,624.00 EL Coordinator salary (1000)(S&C); $27,860 Benefits (3000)(S&C); 1000-1999: Certificated Personnel Salaries Title I $91,484.00
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$30,000 Three teacher stipends (1000)(Title 1) 1000-1999: Certificated Personnel Salaries Title I $30,000.00	$4,350.00 Three teacher stipends (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I $4,350.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$181,850 Two deans of academics
	$62,318 Benefits (3000)(Base);
	$7,257 Illuminate SIS & DnA (5000)(Base);
	$6,575 MAP testing fees (5000)(Title I)
	1000-3000: Salary and Benefits LCFF Base $258,00.00
	
	$4,522.00 Illuminate SIS & $2,637.00 DnA (5000)(Base);
	
	5000-5999: Services And Other Operating Expenditures LCFF Base, Title I $4,522.00
	
	$6,875 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $6,575.00
		$178,896.00 Two deans of academics
		$62,318 Benefits (3000)(Base);
		1000-3000: Salary and Benefits LCFF Base $242,214.00
		
		$4,522.00 Illuminate SIS & $2,637.00 DnA (5000)(Base);
		5000-5999: Services And Other Operating Expenditures LCFF Base, Title I $4,522.00
		
		$6,875 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $6,575.00

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	$71,000 College Counselor salary (1000)(Base); $24,000 Benefits (3000)(Base) 1000-3000: Salary	$71,000 College Counselor salary (1000)(Base); $24,000 Benefits (3000)(Base) 1000-3000: Salary

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	and Benefits LCFF Base $95,000.00	and Benefits LCFF Base $95,000.00

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $3000 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $20,000.00	$20,000 AP Teacher additional salaries (1000)(Base) 13 teachers [Duplicated Expense: See Goal 2: Action 1]; $3000 AP course materials (3000)(Base)
		 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $26,000.00

Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	$2,000 Naviance program (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base $5,000.00 $3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies Title I $3,000.00	$4,632 Naviance program (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base $4,632.00 $3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies Title I $3,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closure, we were not able to spend operation related items as planned. For example, we spent less than the budgeted amount for BTSA because some of our teachers decided to postpone it for next year. For supplies and materials, we spent more than what we budgeted in order to provide extra programs for our students and teachers. We did not spend all the budgeted amount for the repair and maintenance and house keeping items due to school closures. Finally, our school offered PDs for teachers internally and did not seek for outside professional training.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Even with the school closure, we were able to provide around 400 chrome books to our students and over 100 hot spots so they were able to join their online classes. We were able to administer MAP test with over 90% participation rate.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 7%

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Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 5% **Baseline** 5%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technol ogy class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 80% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. We are adding 3 new teachers	$2,131,527.00 Teacher salaries (1000)(Base); $814,253.00 Benefits (3000)(Base); $40,000 Field trip expenses (5000)(Base) 1000-3000: Salary and Benefits Base; Donations $2,985,780.00	$2,350,000.00 Teacher salaries (1000)(Base); $705,253.00 Benefits (3000)(Base); 1000-3000: Salary and Benefits Base; Donations $3,055,253

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$40,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base; Donations $40,000.00	$11,500 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base; Donations 11500

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.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$116,000 1 Principal and 2 Deans of Academics salaries (Dublicated expense) (1000)(Base); $35,320.00 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $151,320.00	$116,000 1 Principal and 2 Deans of Academics salaries (Dublicated expense) (1000)(Base); $35,320.00 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $151,320.00

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$70,000.00 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base $70,000.00	$68,926.00 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base $68,926.00

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	$62,000 1 IT staff salary (2000)(Base); $12,400 Benefits (3000)(Base); $120,000.00 2 Computer/Technology teachers salary. Benefits	$62,000 1 IT staff salary (2000)(Base); $20,400 Benefits (3000)(Base); $120,000.00 2 Computer/Technology teachers salary. Benefits

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Magnolia Science Academy

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	(1000)(3000)(Base) $52,400.00 [Duplicated Expense: See Goal 2: Action 1]; 　1000-3000: Salary and Benefits LCFF Base $309,000.00 27,000 Technology expenses 5000-5999: Services And Other Operating Expenditures $27,000.00	(1000)(3000)(Base) $52,400.00 [Duplicated Expense: See Goal 2: Action 1]; 　1000-3000: Salary and Benefits LCFF Base $74,400.00 18,300 Technology expenses 5000-5999: Services And Other Operating Expenditures $18,300
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$10,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base $10,000.00	$10,000 Science materials (4000)(Base) [Duplicated Expense: See Goal 1: Action ?]; 　4000-4999: Books And Supplies LCFF Base 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There is an increase in the salary due to additional staff we hired this year. Wee were not able to spend the field trips amount due to pandemic. There is a duplicate expense in the Computer/Technology action item, that's why the amount is less than budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure made it impossible to have the field trips but we were able to attend some virtual field trips.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of ELAC meetings per year **19-20** 4 **Baseline** 4	2019-2020: 4
Metric/Indicator Number of PTF meetings per year **19-20** 4 **Baseline** 4	2019-2020: 7

Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 5 **Baseline** 5	2019-2020: 10
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been home-visited by the teachers per year **19-20** 25% **Baseline** 25%	2019-20: 23%
Metric/Indicator ADA rate **19-20** 97% **Baseline**	2019-20: 96.64%

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Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate **19-20** 6% **Baseline** 10%	2019-20: 7.8%
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator High school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate **19-20** 100% **Baseline** 98%	2019-20: 100%
Metric/Indicator Student suspension rate **19-20** 0%	2019-20: 0.9%

Expected	Actual
Baseline 0%	
Metric/Indicator Student expulsion rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator School experience survey participation rates **19-20** Students: 90% Families: 95% Staff: 85% **Baseline** Students: 90% Families: 85% Staff: 75%	2019-20: Students: 91.4% Families: 85.1% Staff: 98.1%
Metric/Indicator School experience survey average approval rates **19-20** Students: 70% Families: 95% Staff: 85% **Baseline** Students: 60% Families: 85% Staff: 75%	2019-20: Students: 62% Families: 94% Staff: 82%

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Magnolia Science Academy

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$2,000 Parent meeting expenses (4000) 4000-4999: Books And Supplies Base; Donations $2,000.00	$2,000 Parent meeting expenses (4000) 4000-4999: Books And Supplies Base; Donations $2,000.00
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base $2,000.00	$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base	Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I $20,000.00	$11,550 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I $11,550.00

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.	$78,000 School Psychologist salary (1000)(S&C); $21,260 Benefits (3000)(S&C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $99,260.00	$78,000 School Psychologist salary (1000)(S&C); $21,260 Benefits (3000)(S&C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $99.260.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base);
	$45,000 Benefits (3000)(Base);
	
	1000-3000: Salary and Benefits LCFF Base $180,000.00
	
	$1,500 Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base $1,500.00
		$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base);
		$45,000 Benefits (3000)(Base);
		
		1000-3000: Salary and Benefits LCFF Base $180,000.00
		
		$1,500 Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base $2,440.00

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10] LCFF Base	College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10] LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$160,000 2 Dean of Students (1000)(Base); $35,200 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $195,200.00	$160,000 2 Dean of Students (1000)(Base); $35,200 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $195,200.00

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $3,000.00	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $3,900.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations** 　All Schools		
Charter School will annually administer school experience surveys to students, parents, and staff. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$2,000 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $2,000.00	$2,000 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $1,450.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There is no huge discrepancy between the budgeted and the actual expenditures. Due to school closure, we were not able to conduct as many home visits as we have in the past; therefore, we did not spend the budgeted amount for home visits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementing the PBIS was a challenge due to school closure, but other than that we were able to survey all of our stakeholders and some home visits.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	$44,000.00	37,500.00	No
Deep Cleaning and Disinfecting of Campus	$20,000.00	7,760.00	No
Purchase of necessary Personal Protective Equipment for students and staff	$20,000.00	20,000.00	No
Hiring of additional SPED teacher, 1 Title 1 Math and 1 Title 1 English Teacher to support learning loss for our highest need student populations	$196,425.00	240,000.00	Yes
Learning Platforms to Enhance Learning (NextGen Math, IXL, BrainPop, Albert, NWEA MAP, Aleks etc.)	$25,000.00	47,500.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The reason for the discrepancy in the campus deep cleaning item is because we only deep-cleaned the HS building, our staff deep-cleaned the MS site. We also needed to hire additional 3 Teacher Aides to be able to provide the necessary support that our students needed. We needed to purchase extra programs requested by our teachers for the distance learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were able to successfully implement in-person instructional offerings; however, the planning process did prove challenging. We spent alot of time discussing how to offer our hybrid model in an effective way. Our first consideration was how to meet state and local safety guidelines in order to create an environment for in person learning that was safe for students and staff. Preparing for a safe return was challenging because of our small space. Additionally, we felt challenged by how we would elicit feedback about potential hybrid options from parents and students, and whether or not we would have enough students return to in-person instruction. Larger questions about how we could support as many students returning as possible surfaced in our discussions, and we decided to implement regular COVID testing, health screenings, social distancing in the classrooms, etc. We succeeded in creating a hybrid schedule for students, adding a CNA to our staff , and purchasing PPE for students' safe return. Additionally, we felt challenged by student returning to in-person learning after a difficult year and potential learning loss. One of the successes we experienced was with the implementation of programs that work well in BOTH the in person and digital setting (so that kids at home are not at a disadvantage when it comes to accessing curriculum). NextGen math, IXL, Brainpop, Albert, and MAP testing allowed us to provide access to the curriculum that is engaging and adaptable to support student learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	$160,000.00	235,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We received extra funds to purchase additional technology (i.e., we planned to purchase 250 brand new chrome books, but we were able to purchase 500 brand new chrome books).

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We developed a Distance Learning Guides and Protocols and communicated clear expectations for all staff to ensure various levels of support for students. Staff was provided with ongoing professional development to support distance learning. Our distance learning platform was created to inform students and families of learning goals and was updated weekly. Both asynchronous and synchronous learning opportunities were provided to students in order to meet individual needs. Every teacher created a Google Classroom to post assignments, videos and resources, post discussion questions, and use various online programs to provide learning opportunities. All students were given access to online resources, physical resources and assignments. Live sessions were recorded for students who are not able to attend the live sessions. Additionally, teachers held virtual office hours/after school tutoring weekly to further support students and to provide opportunities for students to receive additional support. Students were assigned a mentor that checks-in with them on a regular basis and provided additional support as needed. In addition, teachers and staff reached out to both students in various manners, such as phone calls, video meetings, emails, and through the use of our Parent Square messaging system. Finally, to support technology needs, our school has distributed Chromebooks and hot spots to all students and families in need of.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	$35,000.00	31,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	$30,000.00	40,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We increased the number of teachers for Saturday school based on student numbers and needs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The weekly data meetings with the Academic Deans, the Principal, Title 1 Math teacher, and EL Coordinator, have been very effective in our decision making regarding student support. During these meetings, we analyze MAP and IAB data, discuss strategies for how to effectively reteach or review standards students are not meeting in their assessments, and look at student placement in our different tiers of support to evaluate whether or not they are making progress and benefiting from continued intervention. In Department Meetings, our Data team asks for department collaboration and feedback on interventions in order to create an opportunity for our academic team to provide their teacher feedback to admin. We use this feedback to roster intervention classes and monitor student progress within those classes. Math and English teachers provide one extra day of tutoring (instead of two days of tutoring, they offer 3 days of tutoring) to support our struggling students in the areas that are assessed on state standardized testing. Many of our teachers use one of these tutoring sessions for struggling students in our focus populations (students in special ed, EL, and failing students) exclusively so teachers can offer more targeted remediation to those students. Additionally, tutoring is offered by after school program during asynchronous time; During this period of distance learning, we have utilized after school staff to provide our

students with support while in class. Finally, we have Saturday school as an option for our families who work outside of the home during distance learning, and cannot monitor their students closely during typical working hours.

These interventions/strategies have allowed us to:
(1)Cycle kids in and out of intervention classes based on need
(2)Provide an appropriate tier or support for our students (i.e. kids who need 5 day a week support are enrolled in POWER classes)
(3)Focus on Math and English Remediation
(4)Provide intervention during this period of distance learning in small groups

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The biggest challenge is that all of the students are at home, which makes it hard to identify students who might be struggling and who needs extra support. The biggest success is that we were able to implement the zones of regulations curriculum and all of our students were able to receive/access the information. School also shared some other mental health resources such as Care Solace, Padlet, and coping skills presentation to 6th and 7th graders via Chicago School. ----During distance learning the mental health and well being of pupils, staff and caregivers/parents are of the utmost importance. Weekly check-ins are coordinated with the school staff. Teachers were provided with resources and a remote crisis intervention guide should they encounter any signs that a student may be in distress. Resources have been provided to all stakeholders via Padlet. This resource was created to house a variety of social and emotional links as well as communication guides when talking to children about the pandemic. A mental health and well-being survey was administered to students and caregivers in May and helped inform the next steps for continuous support of students and families. Constant communication regarding mental health and well-being resources have been shared via our school communication system Parent Square. Resources that have been shared prioritize self-care strategies for the whole family, help lines offered by LA County, Orange County and San Diego County. The correspondence also reminds parents that they can contact the school should they need specific reference material or access to local mental health resources. Unfortunately, during distance learning the reality of youth suicide is still a risk and since we are not able to physically be present with students, we wanted to empower parents to be aware of signs of suicide and how to intervene should there be concerns. Our partnership with LACOEs Suicide Prevention and the ongoing Resiliency 2 program allowed us to share suicide prevention training videos to all families. Prior to school closures, we partnered with the the Matthew Silverman Memorial Foundation who connected and funded implementation for the Signs of Suicide Curriculum.

For the 2020-2021 school year we are aligning all Social Emotional Learning (SEL) instruction and launching our focus on teaching students about emotional control and self-regulation through the use of The Zones of Regulation (ZoR) curriculum. Each Magnolia Public School (MPS) school site will design an implementation plan including who will be in charge of facilitating lessons/activities with students, during what time of day and frequency of lessons. For example, one school may select to lead lessons daily during the SSR/Advisory class session and every teacher is assigned an SSR/Advisory class. All families were informed of our new curriculum implementation using our parent/stakeholder notification system, Parent Square. The initial reception has been positive as families agree helping to build students' self-awareness skills is critical for success not only academically but socially as well. Each site will have a ZoR implementation team led by the Dean of Students to monitor progress of the implementation plan and support needed for success. By September, we will administer a mental-health and wellness check-in survey for staff, students, and student caregivers. The data collected will be shared with school leaders and relevant staff to support the needs communicated in the survey. For example, if a student is reporting anxious feelings related to the beginning of the school year, we would have a teacher or paraprofessional reach out to the student if they haven't already to ensure any concerns related to anxious feelings are addressed. If additional support is needed, the student might be referred to a mental health provider at school while looping in parent/guardian.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We were successful in implementing pupil and family engagement and outreach in the 2020-21 school year by building partnerships with families and establishing opportunities for families and students to give their input regarding decisions that impact the school. They included: Stakeholders Surveys, Student/Parent Orientation, Back to School Night, ELAC meetings, SSC meetings, coffee with admin, and parent/teacher conferences. Our teachers and administrators visited students at their homes to discuss students' academic progress and to offer support by inviting students to their tutoring. Additionally, teachers utilized ParentSquare to communicate with parents and notify them of their child's progress and to make important announcements.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Magnolia Science Academy, in partnership with Better4You Meals and Schools in Action, continues to provide nutritious meals to our students who need them during distant learning. Meals are distributed in the parking lot or on the multipurpose room patio (during inclement
weather) to ensure social distancing guidelines are observed by Magnolia Science Academy-1 located at, 18238 Sherman Way, Reseda, CA
91332. Students enrolled at Magnolia Science Academy-1 can participate in the distribution every Wednesday and Friday from 1 p.m. to 3
p.m.
Every Wednesday, students pick up 3 days worth of breakfast and lunch meals. Every Friday is worth 2 days of meals.
Students have a lunch code they provide to the servers to track the meals picked up and to properly invoice families. Schools in Action manages the lunch program for Magnolia Science Academy -1.
Meal servers are trained and aware of meal service guidelines. Servers have access to handwashing stations and signs for safety directions
are posted at the locations.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	$700.00	6,874.00	Yes
Mental Health and Social and Emotional Well-Being	Participation in LACOE's PBIS Program 2020-21	$5,000.00	9,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Zone of regulation program was recommended after we completed our budget process, we decided to purchase the program based on our students' needs. We needed to join the PBIS program as 2 different school, Middle School and High School, that's why we needed pay more than what we budgeted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons we learned from implementing in-person and distance learning programs in 20-21 have impacted the development of our goals and actions in our LCAP in many ways. For instance, one of our goals is to increase student and family engagement in the decision making process regarding our school. We learned that "access" is one of the ways we can ensure that students and parents are engaged with decision making. Student/Parent surveys and efforts for outreach impacted the writing of our engagement goal because there are distinct ways to improve both student and parent access to feedback including: providing multiple ways to participate, providing reminders to students and parents, making feedback part of our school culture both in and outside of the classroom, and reporting the feedback to all stakeholders in order to hold ourselves accountable for what we learn.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and addressed through our ongoing data analysis using multiple means of assessment (i.e. MAP, IABs, OLSAT-8, Summative/Formative Assessments, ELPAC, student grades). We continue to have a focus on improving our intervention programs by having good practices like: regularly evaluating student progress, cycling kids in and out of intervention classes based on need, providing an appropriate tier or support for our students (i.e. kids who need 5 day a week support are enrolled in POWER classes), focusing on Math and English Remediation, and providing intervention during this period of distance learning in small groups.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Some substantive differences between the description of the actions or services identified are as follows:
We needed to hire additional 3 Teacher Aides to be able to provide the necessary support that our students with disabilities needed.
We also needed to purchase extra programs requested by our teachers for the distance learning. We received extra funds to purchase additional technology (i.e., we planned to purchase 250 brand new chrome books, but we were able to purchase 500 brand new chrome books). We increased the number of teachers for Saturday school based on student numbers and needs.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In our 2019-20 and 2020-21 LCAP, we focused on the performance of Students with Learning Disabilities and English Language Learners on SBAC in the areas of math and English as the two subgroups consistently struggled to perform. We implemented the following steps to help the two subgroups perform well on SBAC:

1. We have smaller and more effective Power Classes that are based on students' MAP, ELPAC, SBAC, and IAB scores and we frequently cycle students out who show growth. In our Power English classes, students receive targeted instruction in reading, reading comprehension, phonemic awareness, and fluency.
2. English classes implement 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.
3. We use StudySync (which includes an ELD component in conjunction with what is being learned in ELA). Our Title 1 English, reviews samples of student work, and follows up frequently with the students' ELA, ELD, and Math teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, accommodating the work for EL and SPED students, and creating a roster of students who need Saturday school or POWER Intervention Classes.
4. Our Special Education Teachers meet with General Education Teachers weekly to discuss student progress and to go over accommodations and support plans. Students who are co-enrolled in SPED and EL (most of our LTELS) receive RSP support from their Resource teacher, and classroom Aides who help them follow along with the curriculum, offer appropriate accommodation, make modifications to assignments, and check grades weekly to make sure students are progressing in the class/subject.
5. We hired additional classroom aides to assist our resource department in supporting students within their general education classroom setting. Math classes use Khan Academy and ALEKS to help provide differentiated instruction for students. Additionally, we receive math support from Tracy Lewin (the math coach for all of MPS), and English support from Katie Mann (the ELA coach for all of MPS), who visit our campus frequently and provide training in the Math and English Departments, and coach teachers on inclusive curriculum and EL standards.
6. We have implemented a uniform writing curriculum in our English classes, and we are working on implementing a similar framework for reading.
7. We embedded and non embedded accommodations are provided to Students with Disabilities and English Learners. Students receive training on how to access their support tools in CAASPP. Finally, students take their test in a smaller setting.
8. Our Title I English Teacher offered PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provided Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support).
9. Resource staff offered small group tutoring and invited students to Saturday school.

These steps helped our students make progress on SBAC. Therefore, we plan to maintain all of these interventions and supports as we plan the 2021-22 through 2023-24 LCAP because we think it would build upon our progress from the previous year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,995,678.00	4,781,304.00
	27,000.00	18,300.00
Base; Donations	3,027,780.00	3,068,753.00
LCFF Base	1,571,541.00	1,455,066.00
LCFF Base, Title I	4,522.00	4,522.00
LCFF Supplemental and Concentration	123,260.00	26,220.00
Title I	241,575.00	208,443.00
	232,000.00	198,868.00
	232,000.00	187,318.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,995,678.00	4,781,304.00
1000-1999: Certificated Personnel Salaries	130,000.00	95,834.00
1000-3000: Salary and Benefits	4,326,360.00	4,284,347.00
4000-4999: Books And Supplies	210,221.00	166,084.00
5000-5999: Services And Other Operating Expenditures	325,097.00	234,819.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00	220.00
	4,000.00	220.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	4,995,678.00	4,781,304.00
1000-1999: Certificated Personnel Salaries	Title I	130,000.00	95,834.00
1000-3000: Salary and Benefits	Base; Donations	2,985,780.00	3,055,253.00
1000-3000: Salary and Benefits	LCFF Base	1,119,320.00	1,100,060.00
1000-3000: Salary and Benefits	LCFF Supplemental and Concentration	119,260.00	26,000.00
1000-3000: Salary and Benefits	Title I	102,000.00	103,034.00
4000-4999: Books And Supplies	Base; Donations	2,000.00	2,000.00
4000-4999: Books And Supplies	LCFF Base	205,221.00	161,084.00
4000-4999: Books And Supplies	Title I	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures		27,000.00	18,300.00
5000-5999: Services And Other Operating Expenditures	Base; Donations	40,000.00	11,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	247,000.00	193,922.00
5000-5999: Services And Other Operating Expenditures	LCFF Base, Title I	4,522.00	4,522.00
5000-5999: Services And Other Operating Expenditures	Title I	6,575.00	6,575.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	4,000.00	220.00
		14,034.00	14,034.00
		4,000.00	220.00
		0.00	14,034.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	897,618.00	1,005,065.00
Goal 2	3,593,100.00	3,379,699.00
Goal 3	504,960.00	396,540.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$305,425.00	$352,760.00
Distance Learning Program	$160,000.00	$235,000.00
Pupil Learning Loss	$65,000.00	$71,000.00
Additional Actions and Plan Requirements	$5,700.00	$15,874.00
All Expenditures in Learning Continuity and Attendance Plan	$536,125.00	$674,634.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$84,000.00	$65,260.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$84,000.00	$65,260.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$221,425.00	$287,500.00
Distance Learning Program	$160,000.00	$235,000.00
Pupil Learning Loss	$65,000.00	$71,000.00
Additional Actions and Plan Requirements	$5,700.00	$15,874.00
All Expenditures in Learning Continuity and Attendance Plan	$452,125.00	$609,374.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy (MSA-1 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 584 students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 88% Hispanic/Latino, 6% White, 89% Socioeconomically Disadvantaged, 16% Special Education, and 16% English Learner population.

MSA-1 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-1 is supplemented by tutoring, after-school programs, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

I. Data Driven Curricular Choices Contribute to Student Growth. Last year, our overall SBAC student scores improved for Math and ELA by 2 points and 11 points respectively. We are confident that we will see the same if not better results for this year. The increase in student scores

is due in part to our ELA and Math department's adoption of Common Core aligned digital curriculum. Our English teachers use Study Sync, which is Common Core aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. As a result, the percent of our EL students who made progress towards English Proficiency increased by 16% compared to last year. Similarly, in our Math classes we use McGraw Hill online curriculum, which is also Common Core aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations.

II. Staff PD/Resource Sharing Contributes to Growth. We have implemented universal standards of writing and reading across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PDs for our staff to make sure they are supporting our struggling students. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Academics looks at data from benchmark testing like MAP and SBAC, and helps to roster and monitor progress in our Saturday School program. Math teachers also use gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

III. College Readiness Contributes to Growth. We currently have 68 graduating seniors and we have a 100 percent graduation rate. Our Dean and College counselor create a 4 year plan for each student and keep track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents get to learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 68 of our seniors in writing a personal statement. In essence, every student who graduates from MSA attends a junior college, 4 year university, or vocational program.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The two subgroups who did not perform well on SBAC and need our close attention were Sped students in the area of Math and English Language Learners in the area of English; our data shows that compared to our general student population, these sub-groups are struggling. Currently, in our Power classes we support struggling students through digital intervention content. We use Flex Literacy (for English) and Khan Academy, NextGen Math and MobyMath (for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area and have opportunities for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class in this way provides small group support outside of the classroom for those students. Additionally, our Title 1 English and Deans analyze scores and data (MAP, ELPAC, SBAC), review samples of student work, and follow up frequently with the student's ELA, ELD, and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and SPED students, and creating a roster of students who need Saturday school. Moreover, our Special

Education Teachers meet with General Education Teachers weekly either during conference periods or during Staff Meetings to discuss student progress and to go over accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to make sure students are progressing in the class/subject. Our Title I English Teacher offers PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support). Our History and Science teachers, who don't normally teach writing in an explicit way, then use that resource for their students. Finally, twice a
year, we provide MSA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

The student groups that are behind are SPED students who performed low in Math and our English Learners who performed low in English. We use the intervention classes and programs (as mentioned above) to help support these student population. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. The action includes; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. We use the RTI model to track student progress. Title I Coordinator plays a larger role in supporting the EL students in the classroom, and sets schedule of pull-out sessions.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:
- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College and Tarzana Treatment Center Workshops
- Parents value the extra support we provide our students to ensure they are receiving the best education (i.e. after school tutoring, Saturday School, one-on-one support, etc.)
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system 'TeachBoost'
- 100% graduation rate; college bound high school students
- 95% teacher retention rate
- Ranked Among the Top 25 Charter Schools In LAUSD

- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. This year, our Robotics team, RoboWarriors, has expanded to 3 teams.
- Unified Writing Curriculum
- Unified Reading Curriculum
- Classes using blended learning effectively
- The full inclusion of Special Education Students
- Professional Development around Explicit Direct Instruction

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 180 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students

- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Naviance to maintain the effectiveness of the "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 91.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$46,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: • Teacher credentialing expenses: Resource: Title II, Part A; Amount: $XX,XXX • Performance pay: Resource: Title II, Part A; Amount: $XX,XXX • Sign-in bonus: Resource: Title II, Part A; Amount: $XX,XXX		
2	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:	$586,342.00	No

Action #	Title	Description	Total Funds	Contributing
		textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $XX,XXX • Chromebooks: Resource: Title IV, Part A; Amount: $XX,XXX • Other supplemental technology expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
3	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 after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial	$2,013,000.00	No

Action #	Title	Description	Total Funds	Contributing
		supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
4	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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$15,000.00	Yes
5	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	$1,036,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 62%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 52.5				2023-24: 60.0
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%				2022-23: • All Students: 48.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 48.00% • Students with Disabilities: 15.00% • Asian: 66.00% • Hispanic: 47.00% • White: 58.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) • All Students: 12.9 points				2022-23: (2023 Dashboard) • All Students: 7.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	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 above standard • Hispanic: 19.4 points below standard • White: 20.9 points above standard				below standard • English Learners: 59.0 points below standard • Socioeconomically Disadvantaged: 8.0 points below standard • Students with Disabilities: 80.0 points below standard • Asian: 50.0 points above standard • Hispanic: 12.0 points below standard • White: 22.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	2018-19: • All Students: 54.2% • English Learners: 47.1%				2022-23: • All Students: 60.0% • English Learners: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	- Socioeconomically Disadvantaged: 53.4% - Students with Disabilities: 38.5% - Hispanic: 53.6% - White: 59.1%				- Socioeconomically Disadvantaged: 60.0% - Students with Disabilities: 55.0% - Hispanic: 60.0% - White: 65.0%
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% - Asian: 42.86% - Hispanic: 27.16% - White: 62.50%				2022-23: - All Students: 34.00% - English Learners: 15.00% - Socioeconomically Disadvantaged: 34.00% - Students with Disabilities: 15.00% - Asian: 45.00% - Hispanic: 32.00% - White: 64.00%
Distance from Standard (DFS) on the CASSPP-Mathematics	2018-19: (2019 Dashboard) All Students: 43.1 points				2022-23: (2023 Dashboard) All Students: 37.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	below standard • English Learners: 77.6 points below standard • Socioeconomically Disadvantaged: 47.1 points below standard • Students with Disabilities: 121.2 points below standard • Asian: 34.3 points above standard • Hispanic: 50.0 points below standard • White: 6.2 points above standard				below standard • English Learners: 67.0 points below standard • Socioeconomically Disadvantaged: 41.0 points below standard • Students with Disabilities: 100.0 points below standard • Asian: 35.0 points above standard • Hispanic: 42.0 points below standard • White: 8.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall	2018-19: • All Students: 60.2% • English Learners: 52.3%				2022-23: • All Students: 60.0% • English Learners: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	- Socioeconomically Disadvantaged: 62.2% - Students with Disabilities: 51.2% - Hispanic: 61.6% - White: 58.3%				- Socioeconomically Disadvantaged: 60.0% - Students with Disabilities: 60.0% - Hispanic: 60.0% - White: 60.0%
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: (2019 Dashboard) 52.6%				2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 10.4%				2023-24: 13.0%
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%				2022-23: - All Students: 33.00% - English Learners: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Socioeconomically Disadvantaged: 29.46% - Students with Disabilities: 5.00% - Hispanic: 26.56%				- Socioeconomically Disadvantaged: 33.00% - Students with Disabilities: 15.00% - Hispanic: 30.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A	$2,484,045.00	No

Action #	Title	Description	Total Funds	Contributing
2	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 federal Title funds: • Instructional coach salary and benefits: Resource: Title II, Part A; Amount: $XX,XXX • Professional development expenses: Resource: Title II, Part A; Amount: $XX,XXX • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $XX,XXX • TeachBoost software fees: Resource: Title II, Part A; Amount: $XX,XXX	$58,750.00	Yes

2021-22 Local Control Accountability Plan for Magnolia Science Academy

Action #	Title	Description	Total Funds	Contributing
3	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 (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX	$1,013,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for after-school: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for summer school: Resource: Title I, Part A; Amount: $XX,XXX - NWEA MAP testing fees: Resource: Title I, Part A; Amount: $XX,XXX - Illuminate DnA fees: Resource: Title I, Part A; Amount: $XX,XXX - Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $XX,XXX		
4	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	$91,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • MPS EL Coordinator salary and benefits: Resource: Title III, Part A; Amount: $XX,XXX • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • EL Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Rosetta Stone program fees: Resource: Title I, Part A; Amount: $XX,XXX		
5	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	$806,544.00	No

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 58.5%				2022-23: (2023 Dashboard) 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 55.56%				2022-23: 60.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 15.87%				2022-23: 30.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 68.4%				2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 50.7%				2022-23: 60.0%
Percentage of seniors 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)	2020-21: (As of 5/16/21) 18.9%				2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 84.6%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 36.5%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.1%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 45.9%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 54.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 49.2%				Class of 2021: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 9%				2023-24: 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)	2020-21: (As of 4/16/21) 100%				2023-24: 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)	2020-21: (As of 4/16/21) 95%				2023-24: 100%

Actions

2021-22 Local Control Accountability Plan for Magnolia Science Academy

Action #	Title	Description	Total Funds	Contributing
1	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. 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 federal Title funds: • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX • Teacher stipends for AP classes: Resource: Title IV, Part A; Amount: $XX,XXX • Naviance program fees: Resource: Title IV, Part A; Amount: $XX,XXX • AP exam fees: Resource: Title IV, Part A; Amount: $XX,XXX • AP course materials: Resource: Title IV, Part A; Amount: $XX,XXX • Other college-related materials and activities: Resource: Title IV, Part A; Amount: $XX,XXX	$115,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	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: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Supplemental science program fees: Resource: Title IV, Part A; Amount: $XX,XXX • GATE Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Robotics/Engineering Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX	$3,000.00	Yes
3	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	$210,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Computer Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $XX,XXX		
4	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.	$216,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
5	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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • VPA teacher (Art, Music, etc.) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • LOTE teacher (Spanish) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX	$786,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Other elective teachers salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Extracurricular/Afterschool staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Stipends for clubs: Resource: Title IV, Part A; Amount: $XX,XXX • Afterschool/Club expenses: Resource: Title IV, Part A; Amount: $XX,XXX • Supplemental materials: Resource: Title IV, Part A; Amount: $XX,XXX • Field trip expenses: Resource: Title IV, Part A; Amount: $XX,XXX		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	20				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 20				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 9.0%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.06%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.8%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 91.5% Families: 100.0% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 72% Families: 95% Staff: 92%				2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 91%				2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: $XX,XXX • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: $XX,XXX • DTS program fees: Resource: Title I, Part A; Amount: $XX,XXX		Yes
2	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	$395,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • PACE coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends for home visits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $XX,XXX • ParentSquare software fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent activity/event expenses: Resource: Title I, Part A; Amount: $XX,XXX		

Action #	Title	Description	Total Funds	Contributing
3	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, SEL	$382,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Behavior counselor salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Attendance clerk salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • School psychologist salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX • Outsourced SEL service fees: Resource: Title IV, Part A; Amount: $XX,XXX • SEL program fees (Edge Coaching / Imagine Etiquette / Train of Thought, etc.): Resource: Title IV, Part A; Amount: $XX,XXX • Additional services for homeless students: Resource: Title I, Part A; Amount: $XX,XXX		
4	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.	$4,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Panorama Education survey fees: Resource: Title I, Part A; Amount: $XX,XXX		
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: • Outreach and community engagement staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Partnership expenses: Resource: Title IV, Part A; Amount: $XX,XXX		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. Unduplicated students will receive improved services through

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our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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,

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math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$8,399,789.00	$957,567.00	$30,000.00	$879,265.00	$10,266,621.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$6,401,530.00	$3,865,091.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$46,000.00				$46,000.00
1	2	All	Instructional materials and technology	$489,342.00	$80,000.00		$17,000.00	$586,342.00
1	3	All	Clean and safe facilities that support learning	$2,013,000.00				$2,013,000.00
1	4	Low Income	Healthy and nutritious meals	$15,000.00				$15,000.00
1	5	All	Well-orchestrated Home Office support services	$1,036,000.00				$1,036,000.00
2	1	All	Broad course of study and standards-based curriculum	$2,391,910.00	$92,135.00			$2,484,045.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$38,750.00			$20,000.00	$58,750.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$334,385.00	$150,327.00		$528,592.00	$1,013,304.00
2	4	English Learners	Designated and integrated ELD programs	$91,945.00				$91,945.00
2	5	Students with Disabilities	Support for students with disabilities	$99,252.00	$506,105.00		$201,187.00	$806,544.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	$111,221.00			$4,500.00	$115,721.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				$3,000.00	$3,000.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	$207,990.00			$3,000.00	$210,990.00
3	4	Low Income	Physical education, activity, and fitness	$216,943.00				$216,943.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$637,512.00	$119,000.00	$30,000.00		$786,512.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$283,279.00	$10,000.00		$101,986.00	$395,265.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$382,860.00				$382,860.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$4,400.00				$4,400.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,324,285.00	$3,294,690.00
LEA-wide Total:	$2,324,285.00	$3,294,690.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$15,000.00	$15,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,750.00	$58,750.00
2	3	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,385.00	$1,013,304.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	$91,945.00	$91,945.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,221.00	$115,721.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,000.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$207,990.00	$210,990.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$216,943.00	$216,943.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$637,512.00	$786,512.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$283,279.00	$395,265.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,860.00	$382,860.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,400.00	$4,400.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

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- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

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- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

2021-22 Local Control Accountability Plan for Magnolia Science Academy

o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 94%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-2

Expected	Actual
90% **Baseline** 90%	
Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments **19-20** 2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 33% English Learners: 3% Socioeconomically Disadvantaged: 32% Students with Disabilities: 8% Hispanic: 29%	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%

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Magnolia Science Academy-2

Expected	Actual
White: 71%	
Metric/Indicator Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 49.7 points belowstandard English Learners: 91.6 points belowstandard Socioeconomically Disadvantaged: 51.4 points belowstandard Students with Disabilities: 127.9 points belowstandard Hispanic: 57.0 points belowstandard	2018-19: All Students:16.6 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 above standard

Expected	Actual
White: 5.3 points belowstandard	
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 6-10) **19-20** 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 2 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 52% English Learners: 46.3% Socioeconomically Disadvantaged: 51.5% Students with Disabilities: 48.3% Hispanic: 51.0%	2018-19: All Students: 58.6% English Learners: 53.5% Socioeconomically Disadvantaged: 57.9% Students with Disabilities: 62.2% Hispanic: 57.1% White: 61.9%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-2

Expected	Actual
White: 61.9%	
Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 24% English Learners: 0% Socioeconomically Disadvantaged: 24% Students with Disabilities: 6% Hispanic: 21% White: 52%	2018-19: All Students: 27.87% English Learners: 5.13% Socioeconomically Disadvantaged: 24.80% Students with Disabilities: 15.55% Hispanic: 23.41 White: 67.41%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-2

Expected	Actual
Metric/Indicator Change in Average Distance from Standard on the CASSPP Mathematics assessments **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 62.3 points below standard English Learners: 111.6 points below standard Socioeconomically Disadvantaged: 62.7 points below standard Students with Disabilities: 102.9 points below standard Hispanic: 68.3 points below standard White: 35.0 points below standard	2018-19: All Students: 60.8 points English Learners: 96.8 points Socioeconomically Disadvantaged: 65.6 points Students with Disabilities: 119.6 points Hispanic: 71.9 points White: 21.8 points

Expected	Actual
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 2 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 45.6% English Learners: 50.0% Socioeconomically Disadvantaged: 45.8% Students with Disabilities: 45.8% Hispanic: 45.4% White: 40.0%	All Students:61.6 % English Learners: 57.8% Socioeconomically Disadvantaged: 63.0 % Students with Disabilities: 53.1% Hispanic: 60.8% White: 63.6%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-2

Expected	Actual
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** Maintain **Baseline** 88.7%	2018-19: 71.4 %
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 1 percentage point up from the prior year **Baseline** 4.8%	2019-20: 26.9%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 1 percentage point up from the prior year **Baseline** 79%	2019-20 (Fall Semester): 79%
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments **19-20** 1 percentage point up from the prior year **Baseline** 49%	2019-20: 21.6 %

Expected	Actual
Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher **19-20** Maintain **Baseline** 65.2%	2019-20: 48.8%
Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements **19-20** Maintain **Baseline** 91%	2019-20: 94.7%
Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test **19-20** Maintain **Baseline** 86%	2019-20: 63.9%
Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test **19-20** Maintain **Baseline** 15%	2019-20: ELA: 44.7% Math 15.3%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$20,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $26,000	$9,000 BTSA expenses (5000)(Base); $2,950 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Title II $11,950
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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$30,000 Books (4100-4200); $115,000,199 Supplies, materials (4300), $135,000 Equipment (4400) 4000-4999: Books And Supplies LCFF Base $280,000	$36,800 Books (4100-4200), $88,151 Supplies and Equipment (4300, 4310, 4320, 4335); $10,370 (4400, 4410, 4430, 4440) 4000-4999: Books And Supplies LCFF Base $136,050
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	$17,000 Operation and housekeeping (5500), $50,000 Repair and Maintenance (5615), $60,000 Janitors salary & benefits (2900, 3000) 5000-5999: Services And Other Operating Expenditures LCFF Base $127,000	$18,300 Operations and housekeeping (5500), $12,000 Repair and Maintenance (5615), 5000-5999: Services And Other Operating Expenditures LCFF Base $30,300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
		$68,041 Janitors salary (2200) and $30,412 benefits (3000) 1000-3000: Salary and Benefits LCFF Base $98,453

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	$40,000 Professional Development (5800); $3,000 TeachBoost fees, MAP Testing (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base $43,000	$26,424 Professional Development (5800); $2,640 TeachBoost fees, MAP Testing (5000) $4,937.50 5000-5999: Services And Other Operating Expenditures LCFF Base $33,061

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.	$60,000 EL Coordinator salary (1000)(S&C); $10,000 Benefits (3000)(S&C); 1000-3000: Salary and Benefits Supplemental and Concentration $70,000 $5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies Title I 5,000	$76,945 EL Coordinator salary (1000)(S&C); $19,236 Benefits (3000)(S&C); 1000-3000: Salary and Benefits Title I $96,181 $2,250 - Flocabulary;, $3,000 - Renaissance Learning / MyOn (portion for EL Students) 4000-4999: Books And Supplies Title I $5,250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools		

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction.
 	
Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	$4,000 Professional Development on ELD strategies (5863)(S&C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $4,000	$3,389.50 Professional Development on ELD strategies (5863)(S&C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,389.50

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

During the day, Charter School will provide additional supports and interventions to all students, including ELs.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	$120,000 2 Intervention teachers' salaries (1000)(Title I); $30,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I $170,000	$145,000 2 Intervention teachers' salaries (1000)(Title I); $40,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I $185,000

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES) 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) $45,000	$10,000 After school and ($8,625) Saturday ELA/math tutoring teacher stipends (1000)(ASES) 1000-1999: Certificated Personnel Salaries LCFF Base, Title I $32,500

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.	$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); $40,000 Benefits (3000)(Base);	"$180,00 Two deans of academics salaries (1000)(Base); $66,500 Benefits (3000)(Base)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-3000: Salary and Benefits Base; Title I $240,000
	
	$6,500 Illuminate SIS & DnA (5000); $6,000 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $12,500
		1000-3000: Salary and Benefits Base $246,500
		
		Illuminate SIS & DnA (5000); $3,010 (SIS), $1,890 (DnA) 5000-5999: Services And Other Operating Expenditures LCFF Base $4,900
		
		$3,150 (Title I) - Certificated Admin Salaries 1000-1999: Certificated Personnel Salaries Title I $3,150
		
		$4,937 NWEA (MAP) testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $4,937

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $70,000	$71,357 College Counselor salary (1000)(Base); $21,407 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $92,764

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	1100 AP teacher add-on salaries 4300 AP Course materials 4000-4999: Books And Supplies LCFF Base $25,000	4300 AP Course materials ($7,213 - College Board / AP Program); AP Textbooks and other materials ($838 - AP Art Materials; $461 - AP Spanish Textbook; AP Spanish Textbook - $6,066 (Wayside); AP Calculus Textbook $1,799; AP Calc Textbook - $245; $1,375 - AP Calc Textbook) - CHECK W/

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
		LESIA ON AP CALC PURCHASE??? 4000-4999: Books And Supplies LCFF Base $17,997
		
		1100 AP teacher add-on salaries ($8,000) 1000-1999: Certificated Personnel Salaries LCFF Base $8,000

Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools
	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base $5,000	$2,810 Naviance program (5000)(Base); ($882 PSAT NMSQT Test Fee), 5000-5999: Services And Other Operating Expenditures LCFF Base $3,692
		
		College preparation materials (4000)(Base): (Stanford Math: $1,500), 4000-4999: Books And Supplies LCFF Base $1,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: $26,000 Actual: $11,950 The reason for the difference is that we were planning to support more teachers with their BTSA needs but ended up with less teachers needing it. These additional funds were used to support other priority areas, including Goal 1: Action 7, which spent more than initially budgeted, which had planned: $170,000, and actual: $180,000.

Goal 1: Action 2: Planned: $280,000 Actual: $136,050 The difference is due to the decision to postpone ordering new sets of textbooks for most subjects which had subscriptions that were expiring. We made the decision to instead order 1 year online subscriptions during this time.

Goal 1: Action 3: Planned: $127,000 Actual: $128,753. The school was closed for about three months due COVID-19 and saved on cleaning costs. In addition, we postponed a project to renovate the drinking fountains on campus through LAUSD, and instead purchased new 5 gallon water dispensers for all classrooms to support during Covid-19 as well as other needed items.

Goal 1: Action 4: Planned: $43,000 Actual: $33,061 The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead. Also, some of the distance learning PD's which were planned to be completed by outside service providers were provided by MPS home office.

Goal 1: Action 5: Planned: $75,000 Actual: $32,500. Less money was spent in this area that initially planned due to not being able to offer in-person Saturday School support during Covid-19.

Goal 1: Action 6: Planned: $4,000 Actual: $3,389. The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead.

Goal 1: Action 7: Planned: $179,000 Actual: $185,000. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19.

Goal 1: Action 8: Planned: $45,000 Actual: $100,975. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19, including expansion of Saturday School services for SPED, EL, and general education students who are struggling academically through distance learning during Covid-19.

Goal 1: Action 9: Planned: $252,500 Actual: $259,487. More money was spent in this area that initially planned due to additional priorities and needs during Covid-19.

Goal 1: Action 10: Planned: $70,000 Actual: $92,764. More money was spent in this area that initially planned due to additional employee benefits not originally included in budgeted amount.

Goal 1: Action 11: Planned: $25,000 Actual: $25,997.

Goal 1: Action 12: Planned: $5,000 Actual: $5,192.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As a result of the Covid-19 physical closure of MSA2 during March of 2020, MSA2 was unable to implement the previously scheduled assessments which included the NWEA MAP Spring assessment for all students, as well as the CAASPP in ELA and math. As such, we were unable to assess the ultimate annual academic growth which we typically are able to gather to reassess our academic programs and interventions during typical school years. Nonetheless, we did implement the NWEA MAP during the fall 2019 semester as a benchmark of data in ELA and math which can still be used to compare our growth from previous academic years. Further, during Covid-19, our EL testing coordinator was unable to administer the ELPAC assessment to demonstrate the actual level of growth in the acquisition of English for our English Learner student population which we typically are able to evaluate when measuring our success in meeting our goals. As such, our RFEP rates during this school year were not an accurate measurement of the work and efforts which MSA2 teachers and EL support staff implemented throughout the year. Despite students being on distance learning, additional support continued to be provided by teachers during after school tutoring, and office hours which were provided on a regular basis via Zoom to all students during Covid-19 physical closures to our campus.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 16%

Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 10% **Baseline** 12%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 80% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	$2,040,000 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base $2,040,000	$1,820,734 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base $1,820,734

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	$800,000 Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base $800,000 $25,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $25,000	$838,295.09 - Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base $838,295.09 Academic Competitions (Robotics, Math, AcaDECA) Registration Fees: $5,174; Field Trips: $9,400 (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $14,674
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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $55,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $305,000	$294,729 1 Principal and 2 Deans of Academics salaries (1000)(Base); $73,682 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $368,411
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base $85,000	$75,035 1 Title I / Accelerated/Advanced Math teacher salary (1000)(Base) and $18,758 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I $93,793
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its	"$40,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2	"$42,828 1 IT staff salary (2000)(Base); $12,848 Benefits (3000)(Base); $87,899

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

technology up to date. Charter School teachers will participate in PD on Blended Learning.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,000 Computers; $68,500 Technology expenses 1000-3000: Salary and Benefits LCFF Base $288,500	Computer/Technology teachers salary (1000)(Base) and $22,474 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; 1000-3000: Salary and Benefits LCFF Base $166,049
		
		$3,500 Computers (4000); 4000-4999: Books And Supplies LCFF Base $3,500
		
		$8,800 Technology expenses (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base $8.800

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$10,000 Science materials (4000)(Base)
	 4000-4999: Books And Supplies LCFF Base $10,000
		$2,000 Science materials (4000)(Base)
		 4000-4999: Books And Supplies LCFF Base $2,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1: Planned: $2,865,000; Actual: $2,673,703.09. The school's initial plan of hiring certain personnel was modified during distance learning, as the school reassigned duties to current staff members to fulfill these duties, including by creating Grade Level Coordinator positions with the existing office staff members.   Also, some of the funds budgeted to this action for academic competitions, including robotics tournaments, were not spent due to changes in the available competitions during Covid-19.

Goal 2: Action 2: Planned: $305,000; Actual: $368,411. The school spent additional funds in this category based on the years of experience and other qualifications for these employees.

Goal 2: Action 3: Planned: $85,000; Actual: $93,793. The school spent additional funds in this category based on the years of experience and other qualifications for the Math Interventionist instructor.

Goal 2: Action: 4: Planned: $288,500; Actual: 178.349. The school did not spend additional funds budgeted for this area since former sets of Chromebooks which were restored by our IT coordinator were able to be utilized during distance learning by the families during Covid-19.

Goal 2: Action: 5: Planned: $10,000; Actual: $2,000. The school was closed for several months due COVID-19 and our STEAM Expo as well as science fair were cancelled due to Covid-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA2 takes steps to offer classes, electives, programs, and services which are specified within our charter petition. The particular details as to which offerings are made available to students within each school year is correlated with the interest which is shared by pupils. The overall course offerings at MSA2 each academic year are specifically created with the purpose of servicing the needs of each pupil at our school. We compile recommendations for courses from students during meetings with our Dean of Academics, Assistant Principal, and College Counselor. This information is incorporated into the planning phases for selecting courses.

Additionally, MSA2 works to ensure that our 12th grade students will graduate with their A-G requirements being fulfilled so they are eligible to be accepted into the UC and CSU systems. Throughout their four years in high school, our students all receive a balanced schedule of course offerings across all areas, including the additionally rigorous opportunity to enroll in courses with our community college partners, which include Pierce College, Los Angeles Valley College, and Mission College.

Many of the academic competitions which our students had the opportunity to participate in during their end of this year were not possible during distance learning, such as VEX EDR Robotics and RAD Drones tournaments. However, we were able to still offer our students the ability to enter other competitions which were held virtually. In addition, our students were able to compete in the Math Counts competition during distance learning. Further, this year of Distance, despite the inability to participate in a STEAM Expo with our charter organization, our students still were provided with support to have the opportunity to complete virtual STEAM projects.

Our 12th and 8th grade students were able to compete in their graduation and culmination ceremonies virtually and the school also held a car parade in which cars were decorated as a manner to celebrate the students' accomplishments.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of ELAC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of PTF meetings per year **19-20** 4 **Baseline** 4	2019-20: 4

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Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 5 **Baseline** 5	2019-20: 5
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been home visited by the teachers per year **19-20** 25% **Baseline** 25%	2019-20: 30.8%
Metric/Indicator ADA rate **19-20** 97% **Baseline**	2019-20: 96.79%

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Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate **19-20** 6% **Baseline** 10%	2019-20 (Fall Semester): 6.3%
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator High school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate **19-20** 100% **Baseline** 98%	2019:20: 100%
Metric/Indicator Student suspension rate **19-20** 0%	2019-20: 0.2%

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Expected	Actual
Baseline 0.2%	
Metric/Indicator Student expulsion rate **19-20** 0% **Baseline** 0.2%	2019-20: 0%
Metric/Indicator School experience survey participation rates **19-20** Students: 85% Families: 85% Staff: 85% **Baseline** Students: 83% Families: 95% Staff: 94%	2019-20: Students: 99.3% Families: 85.8% Staff: 100%
Metric/Indicator School experience survey average approval rates **19-20** Students: 85% Families: 85% Staff: 85% **Baseline** Students: 63% Families: 90% Staff: 80%	2019-20: Students: 70% Families: 93% Staff: 89%

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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	$10,000 Parent meeting expenses (4000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $10,000	$3,990 (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $3,900
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base $2,000	$1,510 Parent meeting expenses (4000)(LCFF Base) 4000-4999: Books And Supplies LCFF Base $1,510
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base $6,500	$4,900 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base $4,900
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:	$9,750 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Action 1] 1000-1999: Certificated Personnel Salaries Title I $20,000	Action 1] 1000-1999: Certificated Personnel Salaries Title I $9,750

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.
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits S & C; Title I $85,000	$60,282 School Psychologist salary (1000)(S&C); $26,800 Benefits (3000)(S&C) 1000-3000: Salary and Benefits S & C; Title I $87,082

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $50,000 Benefits (3000)(Base); $2,500 ParentReach notification program	$125,292; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); 2000-2999: Classified Personnel Salaries LCFF Base $125,292

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	2000-2999: Classified Personnel Salaries LCFF Base $192,500	$37,587 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base $37,587 $2,440 ParentSquare notification program 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $2,440
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $20,000 Recovery Program 1000-3000: Salary and Benefits LCFF Base $100,000	$71,357; College counselor salary (1000)(LCFF Base) and $17,837 benefits (3000)(LCFF Base) [Duplicated Expense: See Goal 1: Action 10]; 1000-3000: Salary and Benefits LCFF Base $87,188 $6,372 - Naviance and APEX (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base $6,372
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	$150,000 2 Dean of Students salary (1000)(Base); $30,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $180,000	$80,707 1 Dean of Students salary (1000)(Base); $20,176 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $100,883

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	$15,000.00; 5863 Teacher PD on classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base $15,000	$3,239; 5863 Teacher PD on classroom management. $3,900 PBIS LACOE PD 5000-5999: Services And Other Operating Expenditures LCFF Base $7,139

Charter School will annually administer school experience surveys to students, parents, and staff.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$2,000 Panorama Education surveys
	(5000)(Base)
	 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $2,000
		$1,800 Panorama Education surveys
		(5000)(Base)
		 5800: Professional/Consulting Services And Operating Expenditures Title I $1,800

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action: 1: Planned: $10,000; Actual: $3,900. This category did not utilize all of the funding allocated since some of the end of year events with our Parent Bridge program were not able to take place in-person, once Covid-19 closed the campus down during the last few months of the school year.

Goal 3: Action 4: Planned: $20,000 Actual: $9,750. MSA2 was closed for the last several months of the school year due COVID-19 and as such, staff were
not able to complete additionally scheduled home visits during this time.

Goal 3: Action 5: Planned: $192,500; Actual: $165,319. This change in amount spent is due to the change in office manager to another individual with a different number of years of experience.

Goal 3: Action 6: Planned: $180,000; Actual: $100,883. This change in amount spent is due to the change in dean of students to another individual with a different number of years of experience.

Goal 3: Action 7: Planned: $15,000; Actual: $7,139. This category did not utilize all of the funding allocated since some of the end of year events with our professional development trainings for in-person teachers which were planned for the end of the year, once Covid-19 closed the campus down during the last few months of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA2 conducted important meetings with parents, staff, and students which included the SSC, ELAC, and PTF meetings throughout the duration of the academic year, including via Zoom through distance learning during Covid-19. Our parents were kept up to speed regarding their academic progress, attendance and behavior of their children by means of our Illuminate SIS, in addition to our utilization of ParentSquare as a manner to maintain open communication with parents. Academic progress report grades were distributed and printed as well as mailed to student homes each quarter, as well as end of semester official grades. During distance learning, parents were able to receive their students grades via ParentSquare private messages as well. The school continued to hold meetings with parents virtually via Zoom during the last few months of the school year once Covid-19 required the physical campus to close down.

During the first three quarters of the year, the school conducted home visits with teachers and school administrators to support students and their families. Once Covid-19 caused the school to close down, our school administration continued to conduct home visits to provide students with food, technology and to provide support for students' mental health needs.

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Throughout this academic year, MSA2 maintained a high ADA, including during distance learning as a result of reassigning our office staff members to serve as Grade Level Coordinators who were each responsible to oversee student attendance reconciliation for their specifically assigned grade levels. This support helped families have an even smaller ratio of staff member to serve their child's needs, and to provide information to the school regarding any issues which were shared by the parents during this time. MSA2 maintained a low expulsion rate of 0%, as well as a suspension rate of below 0.5% during this time as well as a result of our PBIS approach to incorporating positive interventions to help redirect student misbehavior. MSA2 has continued to receive training from LACOE with its PBIS program in order to support the school's effort to improve in this area.

MSA2 incorporated our annual stakeholder surveys in order to discover areas of strength which are shared by various stakeholder groups, as well as areas which we can target to improve. During distance learning, our survey results demonstrated the feeling across students, families and staff members that MSA2 continued to service the need of our students, despite the presence of a pandemic and the multitude of obstacles which needed to be overcome during this time.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	$44,000	31,000	No
Deep Cleaning and Disinfecting of Campus	$15,000	10,840	No
PPE, dividers, portable hand washing station, storage shed, floor printed signs for Covid, etc	$42,000	42,000	No
PD to support reaching needs of SPED students during distance learning and hybrid learning.	$5,655	0	
Substitute coverage by core teachers	$3,000	4,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	$93,395	25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

MSA2 budgeted the amount of: $44,000 for our CNA; however, the actual amount of: $31,000 took place due to the 6 hours of work which was provided to our nurse during this time. When the school was closed for several months and the campus was not accessible, there was no ability to utilize a nurse during this time.

Deep cleaning and disinfecting of campus for Deep Cleaning: $15,000 Actual: $10,840. When the school was closed for several months during this academic year and the campus was not accessible, there was no need to utilize additional disinfecting services during this time.

PD to support reaching needs of SPED students during distance learning and hybrid learning. Planned: $5,655; Actual: $0. This expenditure was reduced due to training which was provided internally by our MPS Director of SPED Services to support out SPED teachers and staff.

Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc. Planned: $93,295; Actual: $25,000. This expenditure was reduced due to the reallocation of funds to provide additional support to SPED student via Saturday School instructional support throughout the entire academic year. This shift in resources was utilized, since our SPED population was able to receive additional support during distance learning from their teachers which they were more familiar with than via outside service providers who the students did not know. Our full time school psychologist continued to provide counseling services to our SPED students via Zoom during distance learning, as well as on campus, which also provided the students with additional support by our MSA2 internal staff member who the students already know and are familiar with.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the 2020-21 academic year, MSA2 incorporated the addition of a CNA (Certified Nurse's Assistant) who works for 6 hours each week day on campus to conduct health screenings as well to to take temperatures of all individuals prior to entering campus. This additional service provides a significant support to the school during this time, since the presence of a trained individual provides more support and confidence in the safety and wellbeing of the campus. This has led to increased percentages of families opting to have their children participate in hybrid learning at MSA2 during the Spring semester.

In addition to adding a CNA this year, MSA2 has taken numerous steps to keep the school safe and clean during this academic year. Amongst such changes, MSA2 purchased two backpack spray disinfectant devices which are utilized by our two custodial workers to have a more efficient manner of disinfecting the classrooms during hybrid learning and between the different groups of students on campus. Further, MSA2 purchased plastic desk dividers for all student desks, and teacher desks to provide additional coverage to the students during this time. We also purchased thousands of masks, gloves, gallons of hand sanitizer and disinfecting wipes which are utilized to maintain a clean and safe campus. Finally, we have included signs, hand washing stations, and implemented Covid testing on campus for all students and staff members.

During distance learning, MSA2 has continued to monitor the academic performance of our students by means of utilizing the NWEA MAP assessments which are administered twice annually for all students, as well as for our intervention students who are taking Power English and Power Math during the winter semester as well. Our special populations have continued to receive on-campus support which began during the fall semester with the SPED teachers providing small group interventions on campus. Our SPED and EL students continue to receive interventions via Zoom, including with their counseling sessions which take place virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of sufficient WiFi Hotspots to ensure connectivity for all students at home	$12,037	61,595	Yes
Online learning platforms and educational software to enhance learning as well as assist with mitigating learning loss through remote/distance learning and which include: Zoom, NWEA MAP, ALEKS, MyOn, etc.)	$66,460	61,000	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	$40,000	24,257	Yes
Staff PD related to distance learning and technology integrated instruction	$10,000	0	Yes
Salary and benefits of SPED teachers and support staff, including hiring a new instructional SPED paraprofessional to support learning loss for our highest-need student population during distance and hybrid learning	$393,034.57	415,000	No
Salary and benefits of EL coordinator and math interventionist teachers to support learning loss during distance and hybrid learning	$193,773.88	205,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning: $40,000 Actual: $24,257. During distance learning, more online supplemental support resources were integrated into classroom instruction as well as extensions of previous subscriptions to online textbooks which had been purchased during previous academic years, so less funds were needed in this category.

Staff PD related to distance learning and technology integrated instruction: $10,000 Actual: $0. During distance learning, our IT coordinator provided training to our teachers and staff related to this matter, so this expenditure was not needed.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

MSA2 provided all students with the opportunity to attend summer school to help mitigate the loss of learning which took place during this time. Students who had previously passed all of their classes were still invited to attend the program as a manner to build additional skills in English and math. In addition, students who had received failing grades during the previous academic year were invited to work on credit recovery for high school students which incorporate online learning platforms. Prior to the arrival of students for the next academic year, MSA2 provided professional development trainings to our teachers and staff in collaboration with the home office. These trainings continued to take placed during the start of the school year through the weekly collaborative time which takes place through department meetings, SPED meetings, grade level meetings, EL meetings, SEL committee meetings, PBIS meetings, administrative meetings, and monthly support meeting with the central office with each MSA2 administrator. During all of these support times, the focus was provided on providing high quality instruction across distance learning to all student groups, including EL and SPED students. Teachers monitored student work via Google Classroom, and provided feedback to students as well as maintained grades in Illuminate. SPED students continued to have IEP meetings virtually during distance learning. SPED teachers and paraprofessionals continued to provide support to students via breakout rooms in Zoom, as well as through small on-campus group interventions, as well as via Saturday School and after school tutoring and office hour interventions. Additionally, attendance was monitored throughout this year by the Dean of Students in collaboration with the Grade Level Coordinators who contact parents of students who are not attending classes to help provide support resources to the student which are needed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	$9,000	$9,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss, provide enrichment activities which support Social Emotional Learning, and prepare students for their transition to middle school.	$37,353	$36,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	$31,000	$82,350	Yes
Salary and benefits for additional computer technology teacher to support distance and hybrid learning	$150,000	$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Goal 2: Action 4: Planned: $150,000 Actual: $0. MSA2 opted to reassign some of the duties which were planned to be assigned to the new computer teacher to our current IT Coordinator, including providing ongoing professional development and support to our teachers related to implementing high quality instruction via distance learning to our teachers. Some of these additional funds were allocated to increase the funds spent on Saturday School to $82,350, which was higher than the $31,000 budgeted for this area, as well as to increase the amount spend on hotspots to $61,595, which is greater than the $12,000 initially budgeted for internet hotspots to support student learning during distance learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During distance learning, MSA2 provided support to students related to the changes which took place as a result of students being required to access their learning by means of utilizing Chromebooks for multiple hours daily. In order to help students continue to engage with their courses, each teacher offered after school tutoring time where they could provide students with additional support related to standards to students beyond what was offered during the regular instructional time. This after school intervention time was also utilized by teachers to provide students with the opportunity to complete missing assignments, retake tests and quizzes and receive additional support. Further, teachers also provide support to students after each synchronous class session during the second half of each class period via Zoom where teachers continue to answer questions for students related to assignments during the asynchronous time.

Additionally, during distance learning, MSA2 offered weekly Saturday School support to SPED, EL and general education students for multiple hours each week across the subjects of English, math, computers, Spanish, ELD, and other courses, including by integrating online academic support tools into their classes. Teachers integrate online platforms which collect data related to standards mastered by students, including Flocabulary, ALEKS, myON, and other platforms as a manner to assess students on standards and create targeted interventions to support student learning loss mitigation. MSA2 also provided a Thanksgiving Learning Loss Mitigation Camp to support students during the extended break away from regular school.

Teachers were provided with additional technological resources to support them in providing high quality instruction to students during distance learning, including laptops, elmo projectors, headphones, microphones, and other resources. Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the ASB student government high school leadership members in partnership with the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the ASB student government high school leadership members in partnership with the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well. Our full time psychologist continued to provide counseling support sessions to students in need as well as to SPED students virtually via Zoom, as well as in person. Our school conducted a SEL student survey in the winter which compiled data related to students in need, and the Dean of Students collaborated with the principal and school psychologist to provide interventions to support the students in greatest need. Our SEL committee holds weekly meetings where they plan the weekly lessons which will be taught by the ASB student government officials to the full school via videos to help teach students strategies to effectively regulate their emotions and overcome obstacles in a positive manner which is supportive of their mental health needs. We have provided 504s and assessed students for eligibility for IEPs related to social emotional challenges which have taken place. We have collaborated with the LA County Department of Mental Health in order to follow up on students who have been transported for further evaluation with the Psychiatric Mobile Response Team for psychiatric inpatient evaluations.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our school reassigned our office staff to serve in the positions of Grade Level Coordinators where they are responsible to oversee the students in each particular grade level. This support has been provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members make daily phone calls to families of students who are absent from classes. This communication provides us with the connection with families who often share addition challenges which are taking place with students. In addition, we continue to hold weekly Coffee with the Principal meeting on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continue to hold ELAC, SSC, and PTF meetings during distance learning where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we create and distribute a monthly newsletter which holds important information from our school administration, English Language Coordinator, Grade Level Coordinators, and also provides the community with student journalist work.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We continue to provide free meals to all students on our campus during distance learning on Tuesdays and Thursdays throughout the academic year from 12-3pm. Our Dean of Students also makes drops to the homes for food for families who make the request and who lack transportation on a weekly basis. In addition, food is provided to students during in-person learning days during hybrid learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional mental health resources and services to overcome trauma.	$5,449	0	Yes
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	$4,500	4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	$700	692	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	$4,000	4,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reassignment of duties along with salary and benefits of four current staff to serve as Grade Level Coordinators for Outreach and Student Engagement for grades 6 - 12 during distance and hybrid learning	$128,103	$128,103	Yes
Mental Health and Social and Emotional Well-Being	Full time school psychologist to support students social-emotional needs and provide counseling services to students with IEPs	$111,796	$111,796	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional mental health resources and services to overcome trauma. Planned: $5,449; Actual: $0. Our full time school psychologist provides mental health in-house support to students in SPED programs who have these services and also to students displaying mental health crises to provide additional support. As such, the outside resources have not been needed.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA2, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing Chromebooks for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like a touch screen interactive TV, cameras, and accessing our online curriculum with fidelity. Our Hybrid Learning model started in April, 2021, with all grade levels from 6 -12 grade coming
to school on Mondays and Tuesdays for the purple group and on Thursdays and Fridays for the Silver group, with the rest of the days are asynchronous Distance
Learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we at MSA2 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school as well as the hours, days and amount of teacher provided each week during Saturday School, and purchased an
additional supplemental curriculum supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency are

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Magnolia Science Academy-2

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expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA2, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like a touch screen interactive TV, cameras, and accessing our online curriculum with fidelity. To support the learning loss of students, we at MSA2 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school, as well as increased the amount of hours, days, and teachers provided during Saturday Schools, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,

- Distance Learning Professional Development,

- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	45,000.00	0.00
	0.00	246,500.00
	240,000.00	0.00
	4,627,500.00	4,013,699.89
	0.00	32,500.00
	4,000.00	3,389.50
	85,000.00	87,082.00
	70,000.00	0.00
	217,500.00	403,761.00
	0.00	11,950.00
	0.00	10,697.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types		
	2,105,000.00	1,874,134.00
	1,593,500.00	1,622,304.00
	192,500.00	125,292.00
	800,000.00	875,882.09
	327,000.00	167,807.00
	269,000.00	129,223.30
	2,000.00	4,240.00
	2,000.00	4,240.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		45,000.00	0.00
		2,040,000.00	1,828,734.00
		0.00	32,500.00
		20,000.00	12,900.00
		0.00	246,500.00
		240,000.00	0.00
		1,028,500.00	913,748.00
		85,000.00	87,082.00
		70,000.00	0.00
		170,000.00	374,974.00
		192,500.00	125,292.00
		800,000.00	875,882.09
		322,000.00	162,557.00
		5,000.00	5,250.00
		242,500.00	105,046.80
		4,000.00	3,389.50
		22,500.00	8,837.00
		0.00	11,950.00
		2,000.00	2,440.00
		0.00	1,800.00
		0.00	1,800.00
		0.00	1,800.00
		0.00	1,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,122,500.00	1,015,574.50
Goal 2	3,553,500.00	3,307,464.89
Goal 3	613,000.00	475,843.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$203,050.00	$112,840.00
Distance Learning Program	$715,305.45	$766,852.00
Pupil Learning Loss	$227,353.00	$127,350.00
Additional Actions and Plan Requirements	$254,548.00	$249,091.00
All Expenditures in Learning Continuity and Attendance Plan	$1,400,256.45	$1,256,133.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$106,655.00	$83,840.00
Distance Learning Program	$393,034.57	$415,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$494,034.57	$498,840.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$96,395.00	$29,000.00
Distance Learning Program	$322,270.88	$351,852.00
Pupil Learning Loss	$227,353.00	$127,350.00
Additional Actions and Plan Requirements	$254,548.00	$249,091.00
All Expenditures in Learning Continuity and Attendance Plan	$900,566.88	$757,293.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, Reseda, and Lake Balboa, CA and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves faces economic challenges. MSA-2 has a diverse enrollment, including 80% Hispanic/Latino, 8% White, 91% Socioeconomically Disadvantaged, 18% Special Education, and 12% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-2 has a 98% graduation rate. To maintain this high rate, we will continue to track student diploma requirements throughout the four years. Students are able to recover any missing credit during summer or regular terms. Students are able to take college courses on MSA2 campus or at college campus to earn dual-enrollment credits and move ahead with their requirements.

MSA-2's suspension rate has been very low. We will implement Positive Behavior Intervention System to promote positive behavior and culture.

The English Learner Progress have also been very high. We will continue to support our English Learners in designated classes as well as in core classes.

This year, MSA-2 students have shown significant improvement in overall and subgroup math scores. Students will continuously receive intervention support in regular classes. Extended learning, such as after school tutoring and Saturday school, will continue to be available to those students who need extra support.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The overall English Language Art scores have declined by 3.9 points. Detailed report shows that the socioeconomically disadvantaged and English learner subgroups had a decline, students with disabilities maintained their score and white students have increased their scores significantly. To support teachers and students, we will use different resources to target student needs. We will use online resources like MobyMax, Vocabulary.com, Readworks, and NewsELA to differentiate and target intervention. We will also support teachers on implementing the Study Sync curriculum to maximize student learning. We will use the interim assessments (IAB and ICA) regularly to have students practice and use the data to tailor instruction.

Under the English Language Arts indicator, the English Learner and students with disabilities subgroups have scored lower than the overall average. To support these students, the resource teachers will work with the general education teachers to identify and target the needs of any students who will benefit from accommodations. Students will be given proper settings on the SBAC

test to meet their needs. Study skill programs will be given to all students to teach basic skills like test taking strategies. The English Language Development Coordinator will also work with teachers to provide strategies on how to make the curriculum accessible to these students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:
- Parents' appreciation of being involved in the decision-making process and the need for continuous
parent training via activities such as Parent College
- In the last year, our growth of satisfaction rates in staff and parent surveys went from 85% favorable to 94% favorable (9% increase), and 81% favorable to 87 % favorable (6% increase), respectively.
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system "TeachBoost"
- Our overall proficiency on the SBAC in Math significantly increased by 20.3 points.
- 98% graduation rate; college bound high school students.
- Named by U.S. News World Report the 218th top-performing high schools in California with a Silver Medal.
- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa.
- Classes using blended learning effectively
- The full inclusion of your special education students
- Professional development around explicit direct instruction

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including weekly Coffee with the Principal meetings on Friday's, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 100 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities

- Providing counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Naviance to maintain the effectiveness of the "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 96.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%				2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$24,750.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: • Teacher credentialing expenses: Resource: Title II, Part A; Amount: $20,000 • Performance pay: Resource: Title II, Part A; Amount: $0 • Sign-in bonus: Resource: Title II, Part A; Amount: $0		
2	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, teacher/classroom	$419,028.00	No

Action #	Title	Description	Total Funds	Contributing
		supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $30,139 • Chromebooks: Resource: Title IV, Part A; Amount: $0 • Other supplemental technology expenses: Resource: Title IV, Part A; Amount: $0		
3	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 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, gas/electric, security	$517,375.00	No

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Action #	Title	Description	Total Funds	Contributing
		services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
4	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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$8,000.00	Yes
5	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,	$929,589.00	No

Action #	Title	Description	Total Funds	Contributing
		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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 95%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 91%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 73%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 48.5				2023-24: 60.0
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%				2022-23: • All Students: 46.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 43.00% • Students with Disabilities: 20.00% • Hispanic: 43.00% • White: 60.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 16.6 points below standard				2022-23: (2023 Dashboard) • All Students: 10.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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 above standard				• English Learners: 55.0 points below standard • Socioeconomically Disadvantaged: 16.0 points below standard • Students with Disabilities: 72.0 points below standard • Hispanic: 18.0 points below standard • White: 28.0 points above 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%				2022-23: • All Students: 65.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 62.2% • Hispanic: 57.1% • White: 61.9%				• Students with Disabilities: 65.0% • Hispanic: 65.0% • White: 70.0%
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: 24.80% • Students with Disabilities: 15.55% • Hispanic: 23.41% • White: 64.71%				2022-23: • All Students: 34.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 34.00% • Students with Disabilities: 25.00% • Hispanic: 34.00% • White: 67.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 60.8 points below standard • English Learners: 96.8 points				2022-23: (2023 Dashboard) • All Students: 54.0 points below standard • English Learners: 86.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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				below standard • Socioeconomically Disadvantaged: 58.0 points below standard • Students with Disabilities: 100.0 points below standard • Hispanic: 64.0 points below standard • White: 23.0 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: 61.6% • English Learners: 57.8% • Socioeconomically Disadvantaged: 63.0% • Students with Disabilities: 53.1% • Hispanic: 60.8%				2022-23: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 60.0% • Hispanic: 60.0%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• White: 63.6%				• White: 60.0%
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: (2019 Dashboard) 71.4%				2022-23: (2023 Dashboard) 73.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 14.0%				2023-24: 15.0%
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%				2022-23: • All Students: 24.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 24.00% • Students with Disabilities: 10.00% • Hispanic: 24.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A	$1,869,936.00	No
2	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	$60,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • Instructional coach salary and benefits: Resource: Title II, Part A; Amount: $0 • Professional development expenses: Resource: Title II, Part A; Amount: $4,500 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $20,000 • TeachBoost software fees: Resource: Title II, Part A; Amount: $0		
3	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	$642,027.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: $0 • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $143,301.79 • Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $0 • Teacher stipends for after-school: Resource: Title I, Part A; Amount: $0 • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: $0 • Teacher stipends for summer school: Resource: Title I, Part A; Amount: $0 • NWEA MAP testing fees: Resource: Title I, Part A; Amount: $5,375 • Illuminate DnA fees: Resource: Title I, Part A; Amount: $0		

Action #	Title	Description	Total Funds	Contributing
		• Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $0		
4	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 federal Title funds: • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: $74,813	$1,000.00	Yes

2021-22 Local Control Accountability Plan for Magnolia Science Academy-2

Action #	Title	Description	Total Funds	Contributing
		• EL Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $0 • Rosetta Stone program fees: Resource: Title I, Part A; Amount: $0		
5	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 federal Title funds: N/A	$662,862.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 55.0%				2021-22: 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 75.68%				2021-22: 78.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 24.32%				2021-22: 35.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 61.2%				2022-23: 65.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 36.1%				2022-23: 50.0%
Percentage of seniors 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)	2020-21: (As of 5/16/21) 57.5%				2023-24: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 92.1%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 29.3%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.7%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 58.5%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 71.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 55.6%				Class of 2021: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 20%				2023-24: 20%
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)	2020-21: (As of 4/16/21) 100%				2023-24: 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)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. 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 federal Title funds: • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $0 • Teacher stipends for AP classes: Resource: Title IV, Part A; Amount: $0 • Naviance program fees: Resource: Title IV, Part A; Amount: $0 • AP exam fees: Resource: Title IV, Part A; Amount: $0 • AP course materials: Resource: Title IV, Part A; Amount: $0 • Other college-related materials and activities: Resource: Title IV, Part A; Amount: $0	$113,626.00	Yes
2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will	$4,490.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		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: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Supplemental science program fees: Resource: Title IV, Part A; Amount: $0 • GATE Teacher salary and benefits: Resource: Title IV, Part A; Amount: $0 • Robotics/Engineering Teacher salary and benefits: Resource: Title IV, Part A; Amount: $0		
3	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	$107,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Computer Teacher salary and benefits: Resource: Title IV, Part A; Amount: $0 • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $0		
4	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,	$110,979.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and equipment expenses. The following expenditures will be funded by federal Title funds: • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: $0 • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: $0 • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $0		
5	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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • VPA teacher (Art, Music, etc.) salary and benefits: Resource: Title IV, Part A; Amount: $0 • LOTE teacher (Spanish) salary and benefits: Resource: Title IV, Part A; Amount: $0 • Other elective teachers salary and benefits: Resource: Title IV, Part A; Amount: $0	$229,443.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Extracurricular/Afterschool staff salary and benefits: Resource: Title IV, Part A; Amount: $0 • Stipends for clubs: Resource: Title IV, Part A; Amount: $0 • Afterschool/Club expenses: Resource: Title IV, Part A; Amount: $0 • Supplemental materials: Resource: Title IV, Part A; Amount: $0 • Field trip expenses: Resource: Title IV, Part A; Amount: $0		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	32				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 31				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 22.1%				2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.08%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.9%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 5.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 95.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.1% Families: 91.8% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 98% Staff: 94%				2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

2021-22 Local Control Accountability Plan for Magnolia Science Academy-2

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: $0 • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: $0 • DTS program fees: Resource: Title I, Part A; Amount: $0		Yes
2	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	$393,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • PACE coordinator salary and benefits: Resource: Title I, Part A; Amount: $0 • Stipends for home visits: Resource: Title I, Part A; Amount: $0 • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $0 • ParentSquare software fees: Resource: Title I, Part A; Amount: $0 • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: $11,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: $0		

Action #	Title	Description	Total Funds	Contributing
3	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, SEL program fees, outsourced SEL services fees, and additional services	$202,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for homeless students. The following expenditures will be funded by federal Title funds: • Behavior counselor salary and benefits: Resource: Title IV, Part A; Amount: $0 • Attendance clerk salary and benefits: Resource: Title I, Part A; Amount: $0 • School psychologist salary and benefits (partial): Resource: Title IV, Part A; Amount: $18,500.64 • Outsourced SEL service fees: Resource: Title IV, Part A; Amount: $0 • SEL program fees (Edge Coaching / Imagine Etiquette / Train of Thought, etc.): Resource: Title IV, Part A; Amount: $0 • Additional services for homeless students: Resource: Title I, Part A; Amount: $3,000		
4	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 federal Title funds:	$2,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Panorama Education survey fees: Resource: Title I, Part A; Amount: $0		
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: • Outreach and community engagement staff salary and benefits: Resource: Title IV, Part A; Amount: $0 • Partnership expenses: Resource: Title IV, Part A; Amount: $0	$20,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. Unduplicated students will receive improved services through

our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$5,029,193.00	$597,876.00		$692,342.00	$6,319,411.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,174,423.00	$2,144,988.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$24,750.00				$24,750.00
1	2	All	Instructional materials and technology	$367,528.00	$30,000.00		$21,500.00	$419,028.00
1	3	All	Clean and safe facilities that support learning	$442,375.00			$75,000.00	$517,375.00
1	4	Low Income	Healthy and nutritious meals	$8,000.00				$8,000.00
1	5	All	Well-orchestrated Home Office support services	$929,589.00				$929,589.00
2	1	All	Broad course of study and standards-based curriculum	$1,688,718.00	$62,972.00		$118,246.00	$1,869,936.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$30,500.00			$30,000.00	$60,500.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$343,101.00	$10,631.00		$288,295.00	$642,027.00
2	4	English Learners	Designated and integrated ELD programs				$1,000.00	$1,000.00
2	5	Students with Disabilities	Support for students with disabilities	$113,589.00	$494,273.00		$55,000.00	$662,862.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	$109,626.00			$4,000.00	$113,626.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				$4,490.00	$4,490.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	$107,984.00				$107,984.00
3	4	Low Income	Physical education, activity, and fitness	$110,979.00				$110,979.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$229,443.00				$229,443.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$298,249.00			$94,811.00	$393,060.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$202,562.00				$202,562.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$2,200.00				$2,200.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$20,000.00				$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,462,644.00	$1,895,871.00
LEA-wide Total:	$1,462,644.00	$1,895,871.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$8,000.00	$8,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,500.00	$60,500.00
2	3	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,101.00	$642,027.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		$1,000.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,626.00	$113,626.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,490.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,984.00	$107,984.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$110,979.00	$110,979.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,443.00	$229,443.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$298,249.00	$393,060.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,562.00	$202,562.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,200.00	$2,200.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [*lcff@cde.ca.gov*](mailto:lcff@cde.ca.gov)*.*

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

    c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

    d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

    e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

2021-22 Local Control Accountability Plan for Magnolia Science Academy-2

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 100%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
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Expected	Actual
90% **Baseline** 90%	
Metric/Indicator Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year 5 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year African American: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 43% English Learners: Less than 1% Socioeconomically Disadvantaged: 40% Students with Disabilities: 11% African American: 41.16% Hispanic: 42.22%	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%
Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year	2019-20: 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

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Magnolia Science Academy-3

Expected	Actual
English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 28.9 points below standard English Learners: 37.5 points below standard Socioeconomically Disadvantaged: 28.7 points below standard Students with Disabilities: 85.8 points below standard African American: 30.9 points below standard Hispanic: 30.9 points below standard	Hispanic: 34.1 points below standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP Reading assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 46% English Learners: 33%	2018-19: All Students: 50.6% English Learners: * Socioeconomically Disadvantaged: 50.8% Students with Disabilities: 46.7% African American: 48.3% Hispanic: 52.7%

Expected	Actual
Socioeconomically Disadvantaged: 46% Students with Disabilities: 36% African American: 41% Hispanic: 45%	
Metric/Indicator Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 27% African American: 17% Hispanic: 26%	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%
Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 38) **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year	2018-19: All Students: 89.6 points below standard English Learners: 129.5 points below standards Socioeconomically Disadvantaged: 87.1 points below standard Students with Disabilities:184.4 points below standard Homeless: 86.0 points below standard

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-3

Expected	Actual
English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 72.7 points below standard English Learners: 88 points below standard Socioeconomically Disadvantaged: 71.8 points below standard Students with Disabilities: 128.9 points below standard African American: 79.5 points below standard Hispanic: 30.9 points below standard	African American: 99.8 points below standard Hispanic: 81.0 points below standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 38% English Learners: 47%	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%

Expected	Actual
Socioeconomically Disadvantaged: 38% Students with Disabilities: 29% African American: 32% Hispanic: 44%	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** 2 percentage points up from the prior year **Baseline** 71%	2018-19: 60.9%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 1 percentage point up from the prior year **Baseline** 22%	2019-20: 11.1%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 1 percentage point up from the prior year **Baseline** 68%	2019-2020: 76%
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2019-2020: 22%

Expected	Actual
19-20 2 percentage points up from the prior year **Baseline** 19%	
Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher **19-20** 2 percentage points up from the prior year **Baseline** 40%	2019: 32%
Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements **19-20** 2 percentage points up from the prior year **Baseline** 100%	2019-2020: 89%
Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test **19-20**	2019-2020: 14%

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Magnolia Science Academy-3

Expected	Actual
2 percentage points up from the prior year **Baseline** 8%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000 EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 3,000 Teaching PD 5000-5999: Services And Other Operating Expenditures Title II 4,000	BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000 EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base Teaching PD 5000-5999: Services And Other Operating Expenditures Title II 1000
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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Books 4000-4999: Books And Supplies LCFF Base 30,000 Instructional materials 4000-4999: Books And Supplies Other 21,000	Books 4000-4999: Books And Supplies LCFF Base 55,000 Instructional materials 4000-4999: Books And Supplies Other 60000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Janitorial services 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000	Janitorial services 5000-5999: Services And Other Operating Expenditures LCFF Base 200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   Schoolwide
 	
Locations
   Specific Schools: MSA 3		

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 30,875
	
	TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,855
		Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000
		
		TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    Specific Schools: MSA 3
	EL Coordinator 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 65,318
	
	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16,330
	
	EL supplemental materials 4000-4999: Books And Supplies Title I 2,000
		EL Coordinator 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 0
		
		Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
		
		EL supplemental materials 4000-4999: Books And Supplies Title I 1,150

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
During the day, Charter School will provide additional supports and interventions to all students, including ELs. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Intervention Instructional teacher 1000-1999: Certificated Personnel Salaries Title I 74,000 Intervention Instructional aide 2000-2999: Classified Personnel Salaries Title I 30,329 intervention aide 2000-2999: Classified Personnel Salaries LCFF Base 12,664 Benefits 3000-3999: Employee Benefits Title I 29,248	Intervention Instructional teacher 1000-1999: Certificated Personnel Salaries Title I 0 Intervention Instructional aide 2000-2999: Classified Personnel Salaries Title I 57,324 intervention aide 2000-2999: Classified Personnel Salaries Title I 0 Benefits for intervention aide 3000-3999: Employee Benefits Title I 17,197
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	coaches, tutors & academic enrichment & athletics program coordinator 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 50,000	coaches, tutors & academic enrichment & athletics program coordinator 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 27,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	instructional materials 4000-4999: Books And Supplies After School Education and Safety (ASES) 10,000
	
	student materials/ office supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $8,000
	
	field trips 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 25,000
	
	facilities 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 20,000
		instructional materials 4000-4999: Books And Supplies After School Education and Safety (ASES) 3,800
		
		student materials/ office supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
		
		field trips 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0
		
		facilities 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	one dean of academics 1000-1999: Certificated Personnel Salaries LCFF Base 82,608
	
	Benefits 3000-3999: Employee Benefits LCFF Base 20,652
	
	Illuminate SIS & DNA 5000-5999: Services And Other Operating Expenditures LCFF Base 7,919
	
	MAP-NWEA testing fees 5000-5999: Services And Other Operating Expenditures Title I 5,375
		one dean of academics 1000-1999: Certificated Personnel Salaries LCFF Base 82,608
		
		Benefits 3000-3999: Employee Benefits LCFF Base 20,652
		
		Illuminate SIS & DNA 5000-5999: Services And Other Operating Expenditures LCFF Base 5,677
		
		MAP-NWEA testing fees 5000-5999: Services And Other Operating Expenditures Title I 5,537

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 12,000
	
	AP course materials 3000-3999: Employee Benefits LCFF Base
		AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 12,000
		
		AP course materials 4000-4999: Books And Supplies LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** Specific Schools: MSA 3	Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,750 College preparation materials 4000-4999: Books And Supplies LCFF Base 7,000	Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 3,737 College preparation materials 4000-4999: Books And Supplies LCFF Base 12,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: $3000 Actual : $0. We did not have any teacher to enroll to EL Authorization courses.
Goal 1: Action 1 :Planned : $4000 Actual: $0. We handled PD internally and due to Covid we could not continue with our PD plan.
Goal 1: Action 2: Planned: $51,000 Actual: $88,000 We had to buy additional textbooks and instructional materials, including 8th grade new Inspire science textbooks.
Goal 1: Action 3: Planned: $5,000 Actual:$200 We were planning to hire a janitor, but LAUSD is providing janitorial services within the Prop 39 agreement.
Goal 1: Action 4: Planned: $30,000 Actual:$12,000 Teachers PD. Due to COVID-19 situation, we could not spend as planned, but we still provided free online PD sessions.
Goal 1: Action 5: Planned: $65,318 Actual: $0 We were planning to hire a separate EL coordinator, but we ended up using our current teachers to cover EL coordinator duties
Goal 1: Action 6: Planned: $3,000 Actual:$0 PD on ELD strategies - MSA-3 provided this PD internally via MPS Home Office staff.
Goal 1: Action 7: Planned: $74,000 Actual: $0 We were planning to hire intervention teachers. Instead of an intervention teacher we used instructional aides to provide intervention services.
Goal 1: Action 8: Planned: $20,000 Actual: $0 Due to COVID-19 we canceled some of the activities and field trips we had planned. This is also a duplicate item; field trip expenses are covered in Goal 2: Action 1.
Goal 1: Action 8: Facilities: $25,000 budgeted, and $0 spent.
Goal 1: Action 12: Planned: $7,000 Actual: $12,000 We needed more college preparatory materials.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As a result of the Covid-19 physical closure of MSA3 during March of 2020, MSA3 was unable to implement the previously scheduled assessments which included the NWEA MAP Spring assessment for all students, as well as the CAASPP in ELA and math. As such, we were unable to assess the ultimate annual academic growth which we typically are able to gather to reassess our academic programs and interventions during typical school years. Nonetheless, we did implement the NWEA MAP during the fall 2019 semester as a benchmark of data in ELA and math which can still be used to compare our growth from previous academic years. Further, during Covid-19, our EL testing coordinator was unable to administer the ELPAC assessment to demonstrate the actual level of growth in the acquisition of English for our English Learner student population which we typically are able to evaluate when measuring our success in meeting our goals. As such, our RFEP rates during this school year were not an accurate measurement of the work and efforts which MSA3 teachers and EL support staff implemented throughout the year. Despite students being on distance learning, additional support continued to be provided by teachers during after school tutoring, and office hours which were provided on a regular basis via Zoom to all students during Covid-19 physical closures to our campus.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 3%

Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 5% **Baseline** 5%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 80% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,704,808 Benefits 3000-3999: Employee Benefits LCFF Base 426,202	Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,654,750.43 Benefits 3000-3999: Employee Benefits LCFF Base 426,202

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000
	
	Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations 20,000
		Online Courses 5000-5999: Services And Other Operating Expenditures LCFF Base 4,500
		
		Field trip expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 8,484

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1 Principal 1000-1999: Certificated Personnel Salaries LCFF Base 105,720
	
	Benefits 3000-3999: Employee Benefits LCFF Base 26,430
		1 Principal 1000-1999: Certificated Personnel Salaries LCFF Base 105,720
		
		Benefits 3000-3999: Employee Benefits LCFF Base 36,430

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Duplicated expense, included in Goal 2 Action 1 LCFF Base 0	Duplicated expense, included in Goal 2 Action 1 LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations** 　All Schools		
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	1 IT staff salary 2000-2999: Classified Personnel Salaries LCFF Base 77,498 Benefits 3000-3999: Employee Benefits LCFF Base 23,250 Computer/Technology teacher salary and benefits [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base 71,152 chromebooks 6000-6999: Capital Outlay Title IV 11,617 Computers 4000-4999: Books And Supplies LCFF Base 7,400 Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 24,300	1 IT staff salary 2000-2999: Classified Personnel Salaries LCFF Base 77,498 Benefits 3000-3999: Employee Benefits LCFF Base 28,250 Computer/Technology teacher salary and benefits [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 91,440 chromebooks 6000-6999: Capital Outlay Title IV 5,363 Computers 4000-4999: Books And Supplies LCFF Base 2,939 Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 24,300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
  All Schools		

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	Science & college pathways materials 4000-4999: Books And Supplies LCFF Base 5,000
	
	field trips 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000
		Science & college pathways materials [Duplicate item, Goal 1, Action 2] 4000-4999: Books And Supplies LCFF Base 0
		
		field trips(Duplicate expense, Goal 2, Action 1) 5000-5999: Services And Other Operating Expenditures LCFF Base 8,484

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1: Online Courses: Planned: $10,000 Actual: $4,500: We had fewer students who needed credit recovery than expected.
Goal 2: Action 4: Planned: $11,617 Actual: $5,367 We did not need as many Chromebooks as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA3 takes steps to offer classes, electives, programs, and services which are specified within our charter petition. The particular details as to which offerings are made available to students within each school year is correlated with the interest which is shared by pupils. The overall course offerings at MSA3 each academic year are specifically created with the purpose of servicing the needs of each pupil at our school. We compile recommendations for courses from students during meetings with our Dean of Academics, and College Counselor. This information is incorporated into the planning phases for selecting courses.
Additionally, MSA3 works to ensure that our 12th grade students will graduate with their A-G requirements being fulfilled so they are eligible to be accepted into the UC and CSU systems. Throughout their four years in high school, our students all receive a balanced schedule of course offerings across all areas, including the additionally rigorous opportunity to enroll in courses.

Many of the academic competitions which our students had the opportunity to participate in during their end of this year were not possible during distance learning.
Our 12th and 8th grade students were able to compete in their graduation and culmination ceremonies virtually to celebrate the students' accomplishments.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 4 **Baseline** 4	2019-20: 1
Metric/Indicator Number of ELAC meetings per year **19-20** 4 **Baseline** 4	2019-20: 1
Metric/Indicator Number of PTF meetings per year **19-20** 4 **Baseline** 4	2019-20: 4

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-3

Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 25 **Baseline** 5	2019-20: 5
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been homevisited by the teachers per year **19-20** 20% **Baseline** 20%	2019-20: 16.1%
Metric/Indicator ADA rate **19-20** 97% **Baseline**	2019-20: 95.3%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-3

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate **19-20** 10% **Baseline** 10%	2019-20: 9.9%
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator High school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate **19-20** 100% **Baseline** 98%	2019-20: 95.8%
Metric/Indicator Student suspension rate **19-20** 0%	2019-20: 1.3%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-3

Expected	Actual
Baseline 0%	
Metric/Indicator Student expulsion rate **19-20** 0% **Baseline** 0%	2019-20: 0.19%
Metric/Indicator School experience survey participation rates **19-20** Students: 85% Families: 85% Staff: 85% **Baseline** Students: 76% Families: 48.3% Staff: 90.2%	2019-20: Students: 93.7% Families: 61.9% Staff: 97.8%
Metric/Indicator School experience survey average approval rates **19-20** Students: 60% Families: 90% Staff: 70% **Baseline** Students: 57% Families: 87% Staff: 64%	2019-20: Students: 54% Families: 84% Staff: 65%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-3

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
     LEA-wide
 	
Locations
    All Schools
	Parent meeting expenses 4000-4999: Books And Supplies Title I 3,000	Parent meeting expenses 4000-4999: Books And Supplies Title I 0

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 2,000	Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations** 　All Schools		
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 6,500	Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Home visit compensation [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I 23,166	Home visit compensation [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I 8,800
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.	MFT Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 57,324	MFT Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 57,324

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,197
	
	Edge Coaching 5000-5999: Services And Other Operating Expenditures Title I
		Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,197
		
		Edge Coaching 5000-5999: Services And Other Operating Expenditures Title I

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Office Clerk salaries 2000-2999: Classified Personnel Salaries LCFF Base 96,812
	
	Benefits 3000-3999: Employee Benefits LCFF Base 29,044
	
	Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,500
		Office Clerk salaries 2000-2999: Classified Personnel Salaries LCFF Base 125,402
		
		Benefits 3000-3999: Employee Benefits LCFF Base 29,044
		
		Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,520

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	College counselor salary and benefits 1000-3000: Salary and Benefits LCFF Base 75,600
	
	Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000
		College counselor salary and benefits 1000-3000: Salary and Benefits LCFF Base 75,600
		
		Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	1 Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Base 85,000 Benefits 3000-3999: Employee Benefits LCFF Base 22,000	1 Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Base 82,608 Benefits 3000-3999: Employee Benefits LCFF Base 20,652
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000	PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
  All Schools
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
  All Schools		

Charter School will annually administer school experience surveys to students, parents, and staff.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
  All Schools
	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 1,582	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 1,644

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 1 & 2: Actual: $5,000 Planned: $0. We had to cancel our school based parent activities due to Covid-19.
Goal 3: Action 4: Home visit compensation decrease: Due to Covid-19, we could not complete our Homevisits.
Goal 3: Action 5: Edge Coaching. We did not have this service. We got this service covered with our MFT counselor.
Goal 3: Action 6: Planned: $96,812 Actual: $125,402 Office Clerk Salaries: We needed additional person for the front office tasks.
Goal 3: Action 9: PBIS spending decrease: MSA-3 handled the PBIS PD internally.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MSA3 conducted important meetings with parents, staff, and students which included the Coffee with admin weekly meetings throughout the duration of the academic year, including via Zoom through distance learning during Covid-19. Our parents were kept up to speed regarding their academic progress, attendance and behavior of their children by means of our Illuminate SIS, in addition to our utilization of ParentSquare as a manner to maintain open communication with parents. Academic progress report grades were distributed and printed as well as mailed to student homes each quarter, as well as end of semester official grades. During distance learning, parents were able to receive their students grades via ParentSquare private messages as well. The school continued to hold meetings with parents virtually via Zoom during the last few months of the school year once Covid-19 required the physical campus to close down.

During the first three quarters of the year, the school conducted home visits with teachers and school administrators to support students and their families. Once Covid-19 caused the school to close down, our school administration continued to conduct home visits to provide students with technology and to provide support for students' mental health needs.

Throughout this academic year, ADA was our challenge. MSA3 worked on improving ADA, including during distance learning as a result of reassigning our support members to oversee student attendance reconciliation . This support helped families have an even smaller ratio of staff member to serve their child's needs, and to provide information to the school regarding any issues which were shared by the parents during this time. MSA3 maintained a low expulsion rate of 0%, as well as a suspension rate of below 0.5% during this time as well as a result of our PBIS
approach to incorporating positive interventions to help redirect student misbehavior. MSA2 has continued to receive training from LACOE with its PBIS program in order to support the school's effort to improve in this area.
MSA3 incorporated our annual stakeholder surveys in order to discover areas of strength which are shared by various stakeholder groups, as well as areas which we can target to improve.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurse Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	$44,000	44,000	No
Hiring of psychologist to effectively support Students with IEPs.	$75,000	75,000	Yes
Hiring of additional EL Coordinator to support learning loss for EL student population	$5,000	5,000	Yes
Substitute coverage by MSA-3 core teachers	$11,200	11,200	Yes
Hiring of Title-1 Coordinator (Math) to address the needs of underperforming groups (African American, EL). Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	$52,000	52,000	Yes
Learning Platforms to Enhance Learning (BrainPop, NWEA MAP, Aleks, Nearpod, Odysseyware etc.)	$48,200	34,673	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Wed did not have substantive differences between total budget vs estimated.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the 2020-21 academic year, MSA3 incorporated the addition of a CNA (Certified Nurse's Assistant) who works for 6 hours each week day on campus to conduct health screenings as well to to take temperatures of all individuals prior to entering campus. This additional service provides a significant support to the school during this time, since the presence of a trained individual provides more support and confidence in the safety and wellbeing of the campus. This has led to increased percentages of families opting to have their children participate in hybrid learning at MSA3 during the Spring semester.
In addition to adding a CNA this year, MSA3 has taken numerous steps to keep the school safe and clean during this academic year.

During distance learning, MSA3 has continued to monitor the academic performance of our students by means of utilizing the NWEA MAP assessments which are administered twice annually for all students.

EL students continue to receive interventions via Zoom, including with their counseling sessions which take place virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	$ 101,700	101,700	Yes
Purchase of online books to ensure teachers deliver high-quality instruction through remote/distance learning	$42,693	8,746	Yes
Staff PD related to distance learning and technology integrated instruction	$18,083	10,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The only major difference is the online books. MSA-3 did not need much online books as most of the books have already been digital using McGraw Hill or Study Sync materials.

We have used our internal sources to provide PD to our teachers using MPS Home office staff.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

MSA-3 has provided every student who needed a chromebook and hotspot device. This provided students to have access to all curriculum. We have provided PD's via Magnolia Home Office services. In addition, our lead teachers were able to support the staff who needed training on Google Classroom, use of technology.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	$115,304	122,745.79	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	$20,000	16,663	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	$20,000	20,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There is not much substantive change with the budgeted and allocated expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We had a great support program with our after school program, and Saturday school. MSA-3 offered summer school to all students as an opportunity. We opened middle school Math, English and High school credit recovery programs. Saturday school helped our Tier 2 and Tier 3 students catch up with their work. This support continued every week except major Holiday long weekends.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

MSA-3 had an MFT counselor to help students with their social emotional well-being. In addition, our counselor had virtual homevisits to check in with students who were having social-emotional issues. Students received weekly Social-Emotional Learning support during Advisory and SSR classes which were led by the the Dean of Students, the Director of Student Services, and the PBIS Coach, where students were provided with videos which taught weekly SEL themes from the Zones of Regulation curriculum. Suicide risk assessments were continued to be conducted during distance learning by our school psychologist and Dean of Students in order to provide additional mental health support to students in crisis as well. Our full time psychologist continued to provide counseling support sessions to students in need as well as to students with IEP virtually via Zoom, as well as in person. Our school conducted a SEL student survey in the winter which

compiled data related to students in need, and the Dean of Students collaborated with the principal and school psychologist to provide interventions to support the students in greatest need. Our PBIS committee holds monthly meetings where they plan the monthly activities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our school reassigned our support staff where they are responsible to oversee the students for attendance. This support has been provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members make daily phone calls to families of students who are absent from classes. This communication provides us with the connection with families who often share addition challenges which are taking place with students. In addition, we continue to hold monthly Zoom with the Principal meetings to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continue to hold ELAC, SSC meetings during distance learning where priorities are discussed and voted upon for approval and support by members from various stakeholder groups.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We continue to provide free meals to all students on our campus during distance learning on Wednesdays throughout the academic year from 2p-4p. In addition, food is provided to students during in-person learning days during hybrid learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Participation in PD to support SEL and development, including LACOE's PBIS Program 2020-21	$5,000	4,500	Yes
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	$700	700	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	$6,000	6,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There is not substantive difference between budgeted funds vs actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA3, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing Chromebooks for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and extra teaching devices like cameras and accessing our online curriculum with fidelity. Our Hybrid Learning model started in April, 2021, with all grade levels from
6 -12 grade coming to school on Mondays and Tuesdays with the rest of the days are Distance Learning or Wednesday async work.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we at MSA3 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during Saturday School, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency are expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA3, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of Chromebooks, hotspots, and accessing our online curriculum with fidelity. To support the learning loss of students, we at MSA3 have increased interventions from weekly after school to including Saturday invention/ tutoring opportunities. We have increased the amount of hours, days, and teachers provided during Saturday Schools, and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies. In supporting our student's and
stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has
increased as we have been able to provide breakfast and lunches to all students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,

- Distance Learning Professional Development,

- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	3,547,025.00	3,295,033.43
After School Education and Safety (ASES)	105,000.00	30,800.00
Donations	20,000.00	0.00
LCFF Base	3,051,121.00	3,033,341.43
LCFF Supplemental and Concentration	167,169.00	74,521.00
Other	21,000.00	60,000.00
Title I	167,118.00	90,008.00
Title II	4,000.00	1,000.00
Title IV	11,617.00	5,363.00
	11,617.00	5,363.00
	11,617.00	5,363.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,547,025.00	3,295,033.43
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,171,460.00	2,113,450.43
1000-3000: Salary and Benefits	235,236.00	84,400.00
2000-2999: Classified Personnel Salaries	217,303.00	260,224.00
3000-3999: Employee Benefits	610,353.00	595,624.00
4000-4999: Books And Supplies	95,400.00	134,889.00
5000-5999: Services And Other Operating Expenditures	205,656.00	101,083.00
6000-6999: Capital Outlay	11,617.00	5,363.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	3,547,025.00	3,295,033.43
	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	50,000.00	27,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	1,990,136.00	2,029,126.43
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	57,324.00	57,324.00
1000-1999: Certificated Personnel Salaries	Title I	74,000.00	0.00
1000-3000: Salary and Benefits	LCFF Base	146,752.00	75,600.00
1000-3000: Salary and Benefits	LCFF Supplemental and Concentration	65,318.00	0.00
1000-3000: Salary and Benefits	Title I	23,166.00	8,800.00
2000-2999: Classified Personnel Salaries	LCFF Base	186,974.00	202,900.00
2000-2999: Classified Personnel Salaries	Title I	30,329.00	57,324.00
3000-3999: Employee Benefits	LCFF Base	547,578.00	561,230.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	33,527.00	17,197.00
3000-3999: Employee Benefits	Title I	29,248.00	17,197.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	10,000.00	3,800.00
4000-4999: Books And Supplies	LCFF Base	51,400.00	69,939.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	8,000.00	0.00
4000-4999: Books And Supplies	Other	21,000.00	60,000.00
4000-4999: Books And Supplies	Title I	5,000.00	1,150.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	45,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Donations	20,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	128,281.00	94,546.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	3,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	5,375.00	5,537.00
5000-5999: Services And Other Operating Expenditures	Title II	4,000.00	1,000.00
6000-6999: Capital Outlay	Title IV	11,617.00	5,363.00
		11,617.00	5,363.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		11,617.00	5,363.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	591,923.00	389,882.00
Goal 2	2,518,377.00	2,474,360.43
Goal 3	436,725.00	430,791.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$235,400.00	$221,873.00
Distance Learning Program	$162,476.00	$120,946.00
Pupil Learning Loss	$155,304.00	$159,408.79
Additional Actions and Plan Requirements	$11,700.00	$11,200.00
All Expenditures in Learning Continuity and Attendance Plan	$564,880.00	$513,427.79

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$44,000.00	$44,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$44,000.00	$44,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$191,400.00	$177,873.00
Distance Learning Program	$162,476.00	$120,946.00
Pupil Learning Loss	$155,304.00	$159,408.79
Additional Actions and Plan Requirements	$11,700.00	$11,200.00
All Expenditures in Learning Continuity and Attendance Plan	$520,880.00	$469,427.79

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving 420 students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 70% of MSA-3 students qualify for a free and reduced lunch program. MSA accepts students on a first come first serve basis.

Our students & parents come from a variety of locations: 45% are from the Carson, LA, Gardena area (LAUSD). This year 32% are from Compton area.

MSA-3 revolves around its STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers, computer science, programming, digital arts, music, creative writing, athletic training and advanced math to name a few.

Each class integrates the use of chromebooks in the curriculum, through Google Classrooms as well as McGraw Hill online platforms such as Studysync. All curriculum is aligned to Common Core State Standards to ensure students are practicing skills in preparation for end-of-the-year Smarter Balanced Assessment Consortium (SBAC) exams. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

College/Career Readiness:
- 95% Graduation rate for the class of 2021, 98% of seniors filled out FAFSA for college financial aid, MSA-3 has College readiness course for seniors to plan career, college and future plans.
- Internal IAB (interim assessment blocks) and Spring MAP(NWEA) data shows growth compared to Fall NWEA MAP assessment.
- 82% of graduating class are meeting the A-G requirements. 38% of the seniors are graduating with Honors and 20% of seniors with an Advanced Diploma.

6% of all students are taking advanced Math classes.
MSA-3 partnered with LAVC (Los Angeles Valley College) for students to take college classes. 24 students are currently taking Psychology 101.

Academic Intervention:
- Power Math and Power English are offered, Saturday School, Virtual home visits are scheduled for lowest performing and mid-range students.

English curriculum includes StudySync and Illuminate standards based practice exams.
- In Math, Aleks is used to help allow students to build content skills.

- MyON to help students reading levels through dedicated SSR (Silent Sustained Reading).

All student Lexile improvement: 69 pts, Students w/IEP: 67 pts and EL students: 41 pts

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Orange in Academics: English SBAC is 36%, which is a 6% decrease from prior year. 17% met or exceeded the Math standards which is 3% lower compared to prior year. English and Math SBAC prep, Interim assessments happen regularly to check the progress.

We have 50% Hispanic and 47% African Americans. Culture sensitivity and relevance training is needed for all staff. Students must be supported emotionally in order to impact their efforts academically. Need to increase the amount of African American students enrolled in AP courses. Our female students are outperforming their male counterparts in English and Math. Students w/IEP, and African American and EL students have a performance gap in Math and EL learners in English based on the latest SBAC data available (2019)

Student approval rate went up 13 pts (54% to 67%) even amidst distance learning difficulties because high expectations were maintained and students were involved in brainstorming of online activities. Staff members checked in with students frequently regarding social-emotional needs and emphasized the importance of students' mental health especially during the pandemic.

For students, the lowest rated topic was for the question "I feel close to people at the school." It can be inferred that this may be due to Distance Learning and students' inability to interact in person with their peers and teachers. In order to raise this area of student connection, the PBIS team will hold a Welcome Back Assembly to establish a positive school culture from the beginning. The team is also working more closely with ASB to allow students to more actively lead school activities based on their peer requests & preferences. This percentage may also be due to the lack of clubs and sports being offered in Distance Learning. As a next step, clubs as well as sports teams will be a greater focus of school culture in order for students to participate and feel greater pride & identity in the extra-curricular activities they are involved in. 37% of students responded that they do see disrespectful situations at school. In order to address this, assemblies will be held that focus on different PBIS topics, including respect. With this topic, school-wide strategies of how to resolve conflicts positively can be provided to be emphasized across campus by all.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- The need to continue our improvements in designated/integrated English Learner services and focusing our effort on the lowest performing sub-groups.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems
- The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close

performance gaps among student groups.
- MSA 3 has seen an increase of overall satisfaction for Students, Families, & Staff. The goal is to allow opportunities for stakeholders to communicate with admin face to face, resolve issues as quickly as possible, and ensuring clear expectations/protocols.
- Overall satisfaction rates increased across all stakeholders; there are significant percentage increases averaging about 22%.
- Structured intervention programs were put in place with a new Title I Coach to identify targeted afternoon and saturday interventions.
- PBIS team coordinates monthly assemblies to recognize students for academic and attendance successes. Rewards are teacher-nominated.
- Hiring process is based on a team decision to ensure high-quality, highly skilled, team focused educators.

- MSA-3 admin had consistent parent meetings (Coffee/ 'Zoom" with the Admin) to inform families about distance learning and academic expectation, student outcome and data points.
- Admin and teachers held frequent virtual home visits to not only inform parents about student grades, but to agree on action plan goals for improvement. Open communication is highly encouraged and parents do not have to wait until scheduled Parent-Teacher conference times.
- Daily attendance calls helped parents stay current on why a student has not attended the class. Problems resolved if it was a technical issue. Parents were contacted if the students needed chromebooks or hotspot devices. This helped all families to have access to instruction.
- Google form staff surveys were given quarterly to gauge internal staff satisfaction and to identify top teacher needs to address in staff meetings.
- Each week, teachers receive relevant professional development which helps them support their students better.
- Distributed Leadership increased the ownership and autonomy of our admin team.

The following areas need attention:
- Facility improvements (especially bathrooms)
- Addressing teacher and staff attitude concerns
- Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders
- Follow up and more support for Special Education students

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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, virtual home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

MSA-3 experiences strong and consistent parent participation. All admin actively seek to respond to parent concerns and resolve issues directly at the site level.

MSA-3 held School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, and staff meetings being held regularly. Parents on our SSC and ELAC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP.

In addition, the Charter School conducts regular surveys for parents, students, and staff to obtain critical feedback from stakeholders. These surveys are given regularly twice a year and contain in depth categories of questioning to yield input on important school elements such as instruction, safety, climate, and more. Staff also conduct home visits as a way of deepening engagement, understanding, and support for families and students. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four Zoom with Admin meetings, two SSC meetings, two ELAC meetings, , weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 43 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Students: Adding more elective & club options (ie. Business, Finance Literacy classes)
Families: Improving school communication with all parents
Both students and families mentioned increasing sports options.
Staff: Maintaining high academic and behavior standards for all students

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SELPA feedback: Follow up and more support for Special Education students
Improved collaboration between gen ed teachers and special education team including co-teaching model.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- MSA-3 admin will follow up with maintenance for facility improvements (especially bathrooms) Addressing teacher and staff attitude concerns.
- The dean of students will work on Tier 1, 2, 3 intervention strategies to make discipline procedures more clear to stakeholders.
- The dean of Academics will work with Resource teachers to ensure the support and services are closely monitored for Special Education students.
- The dean of students will work on Adding more elective & club options (ie. Business, Finance Literacy classes).
- The principal will work on Improving school communication with all parents.
- MSA-3 admin team will check on options to increase sports opportunities.
- MSA-3 admin will work with students who are falling behind to keep maintaining high academic and behavior standards for all students.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 83.0%				2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.5%				2023-24: 96.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher assignments and credentials	MSA-3 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	$27,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A		
2	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, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.	$400,879.00	No

2021-22 Local Control Accountability Plan for Magnolia Science Academy-3

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $17,000		
3	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 LAUSD custodial staff under Prop-39. 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 after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$438,808.00	No
4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly	$12,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
5	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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$889,156.00	No

2021-22 Local Control Accountability Plan for Magnolia Science Academy-3

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 85%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 79%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 74%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 67.3				2023-24: 70.0
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: ?% • African American: 31.65% • Hispanic: 39.74%				2022-23: • All Students: 39.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 42.00% • Students with Disabilities: 12.00% • African American: 37.0% • Hispanic: 42.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) • All Students: 40.6 points below standard				2022-23: (2023 Dashboard) • All Students: 34.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	- 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				- English Learners: 76.0 points below standard - Socioeconomically Disadvantaged: 30.0 points below standard - Students with Disabilities: 100.0 points below standard - Homeless: 24.0 points below standard - African American: 40.0 points below standard - Hispanic: 27.0 points below standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2018-19: - All Students: 50.6% - Socioeconomically				2022-23: - All Students: 60.0% - Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	Disadvantaged: 50.8% • Students with Disabilities: 46.7% • African American: 48.3% • Hispanic: 52.7%				Disadvantaged: 60.0% • Students with Disabilities: 60.0% • African American: 60.0% • Hispanic: 60.0%
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: 18.89% • Students with Disabilities: 0.00% • African American: 12.03% • Hispanic: 21.16%				2022-23: • All Students: 25.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 25.00% • Students with Disabilities: 15.00% • African American: 18.00% • Hispanic: 25.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as	2018-19: (2019 Dashboard) • All Students: 89.6 points				2022-23: (2023 Dashboard) • All Students: 81.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the CA School Dashboard (Source: CA School Dashboard)	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				below standard • English Learners: 110.0 points below standard • Socioeconomically Disadvantaged: 79.0 points below standard • Students with Disabilities: 125.0 points below standard • Homeless: 79.0 points below standard • African American: 90.0 points below standard • Hispanic: 73.0 points below standard
Percentage of students meeting their growth targets on the Measures of	2018-19: • All Students: 57.8%				2022-23: • All Students: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	- English Learners: 47.6% - Socioeconomically Disadvantaged: 57.5% - Students with Disabilities: 41.2% - African American: 56.0% - Hispanic: 58.1%				- English Learners: 60.0% - Socioeconomically Disadvantaged: 60.0% - Students with Disabilities: 60.0% - African American: 60.0% - Hispanic: 60.0%
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: (2019 Dashboard) 60.9%				2022-23: (2023 Dashboard) 62.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 0%				2023-24: 10.0%
Percentage of students meeting or	2018-19:				2022-23:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	- All Students: 10.05% - Socioeconomically Disadvantaged: 12.69% - Students with Disabilities: 0.00% - African American: 10.53% - Hispanic: 8.25%				- All Students: 16.00% - Socioeconomically Disadvantaged: 16.00% - Students with Disabilities: 10.00% - African American: 16.0% - Hispanic: 16.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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.	$1,774,510.00	No

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Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2	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 federal Title funds: • Professional development expenses: Resource: Title II, Part A; Amount: $8,000 • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $6,000	$63,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	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 (IXL,MyON, BrainPOP, Flocabulary, Nearpod, Newsela, and myON.)

The following expenditures will be funded by federal Title funds:
- Teacher stipends for after-school: Resource: Title I, Part A; Amount: $15,000
- Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: $20,000
- Teacher stipends for summer school: Resource: Title I, Part A; Amount: $30,000
- MyON, IXL: Resource: Title I, Part A; Amount: $21,000 | $627,974.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
4	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, The following expenditures will be funded by federal Title funds: • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: $37,000	$196,362.00	Yes
5	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	$712,790.00	No

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 38.2%				2021-22: 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 50.98%				2021-22: 55.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 25.49%				2021-22: 35.0%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 35.7%				2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 10.9%				2022-23: 40.0%
Percentage of seniors 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)	2020-21: (As of 5/16/21) 15.6%				2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 96.2%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 13.6%				2023-24: 20.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 27.3%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 59.1%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 95.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 62.8%				Class of 2021: 75.0%

2021-22 Local Control Accountability Plan for Magnolia Science Academy-3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 6%				2023-24: 10%
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)	2020-21: (As of 4/16/21) 100%				2023-24: 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)	2020-21: (As of 4/16/21) 70%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. 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 federal Title funds: • AP exam fees: Resource: Title I, Part A; Amount: $4,000	$129,536.00	Yes
2	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, Robotics, etc. Gifted and talented students and students		Yes

Action #	Title	Description	Total Funds	Contributing
		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: supplemental science program fees. The following expenditures will be funded by federal Title funds: N/A		
3	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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	$91,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	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 federal Title funds: N/A	$96,513.00	Yes
5	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.	$331,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	7				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 10.9%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.32%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 6.4%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.6%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 96.4%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 83.1% Families: 87.1% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 67% Families: 95% Staff: 85%				2023-24: Students: 70% Families: 95% Staff: 87%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 78%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

2021-22 Local Control Accountability Plan for Magnolia Science Academy-3

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: N/A		Yes
2	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. 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	$183,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Stipends for home visits: Resource: Title I, Part A; Amount: $12,000 • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $3,000 • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: $3,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: $2,000		
3	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	$507,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for homeless students: Resource: Title I, Part A; Amount: $3,000		
4	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'	$1,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$15,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. Unduplicated students will receive improved services through

our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,299,799.00	$802,605.00		$1,398,436.00	$6,500,840.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,484,085.00	$2,016,755.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$27,500.00				$27,500.00
1	2	All	Instructional materials and technology	$334,879.00	$48,000.00		$18,000.00	$400,879.00
1	3	All	Clean and safe facilities that support learning	$354,000.00			$84,808.00	$438,808.00
1	4	Low Income Low Income	Healthy and nutritious meals	$12,000.00				$12,000.00
1	5	All	Well-orchestrated Home Office support services	$889,156.00				$889,156.00
2	1	All	Broad course of study and standards-based curriculum	$1,543,372.00	$62,183.00		$168,955.00	$1,774,510.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$13,020.00	$30,500.00		$20,000.00	$63,520.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$309,069.00	$127,446.00		$191,459.00	$627,974.00
2	4	English Learners	Designated and integrated ELD programs	$106,222.00			$90,140.00	$196,362.00
2	5	Students with Disabilities	Support for students with disabilities		$417,857.00		$294,933.00	$712,790.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	$125,536.00			$4,000.00	$129,536.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	$91,734.00				$91,734.00
3	4	Low Income	Physical education, activity, and fitness	$96,513.00				$96,513.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$120,564.00	$116,619.00		$94,671.00	$331,854.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$109,095.00			$74,355.00	$183,450.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$150,539.00			$357,115.00	$507,654.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$1,600.00				$1,600.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$15,000.00				$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,150,892.00	$2,257,197.00
LEA-wide Total:	$1,150,892.00	$2,257,197.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$12,000.00	$12,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,020.00	$63,520.00
2	3	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,069.00	$627,974.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	$106,222.00	$196,362.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,536.00	$129,536.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,734.00	$91,734.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$96,513.00	$96,513.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,564.00	$331,854.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,095.00	$183,450.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,539.00	$507,654.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,600.00	$1,600.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

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- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

2021-22 Local Control Accountability Plan for Magnolia Science Academy-3

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org 310-473-2464

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 100%

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Expected	Actual
90% **Baseline** 90%	
Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 52.7 points below standard English Learners: 93.9 points below standard Socioeconomically Disadvantaged: 48.8 points below standard Students with Disabilities: 125 points below standard Hispanic: 45.9 points below standard	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
Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year	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

Expected	Actual
Hispanic: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 109.8 points below standard English Learners: 149.8 points below standard Socioeconomically Disadvantaged: 110.2 points below standard Students with Disabilities: 184.6 points below standard Hispanic: 107.5 points below standard	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** 2 percentage points up from the prior year **Baseline** 84%	2018-19: 28.6%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 20% **Baseline** 47%	2018-19: 0%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 80.0% **Baseline** 75.0%	2019-20: 78%

Expected	Actual
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments **19-20** ELA 54% Math 18% **Baseline** ELA 48% Math 12%	2018-19: ELA 33.33% Math 9.52%
Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher **19-20** 18% **Baseline** 12%	2018-19: 18%
Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements **19-20** 100% **Baseline** 100%	2019-20: 89.5%
Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test **19-20** 100%	2019-20: 100%

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Expected	Actual
Baseline 100%	
Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test **19-20** 2 percentage points up from the prior year **Baseline** 31%	2019-20: 2.1%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000	BTSA expenses 5000-5999: Services And Other Operating Expenditures Title II 7,732
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.	Books 4000-4999: Books And Supplies LCFF Base 12,000 Instructional materials 4000-4999: Books And Supplies LCFF Base 15,000	Books 4000-4999: Books And Supplies LCFF Base 2,833 Instructional materials 4000-4999: Books And Supplies LCFF Base 8,135

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools		
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Included in pro-rata share LCFF Base 0	Included in pro-rata share LCFF Base 0
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 15,000 TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500 Dean's salary and $1,500 benefits 1000-3000: Salary and Benefits LCFF Base 75,000	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 5,872 TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500 Assistant Principal's salary and benefits 1000-3000: Salary and Benefits LCFF Base 109,800
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	Dean's salary [Duplicated Expense: Goal 1: Action 4] 3000-3999: Employee Benefits	Dean's salary [Duplicated Expense: Goal 1: Action 4]

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
     Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools
	LCFF Supplemental and Concentration
	
	Benefits [Duplicated Expense: See Goal 1: Action 4] 3000-3999: Employee Benefits LCFF Supplemental and Concentration
	
	EL supplemental materials 4000-4999: Books And Supplies Title I 150
		Benefits [Duplicated Expense: See Goal 1: Action 4]
		
		EL supplemental materials 4000-4999: Books And Supplies Title I 150

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools		
During the day, Charter School will provide additional supports and interventions to all students, including ELs. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I 35,000 Benefits 3000-3999: Employee Benefits Title I 3,000	Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I 24,402.99 Benefits 3000-3999: Employee Benefits Title I 2,181.68
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	Teacher stipends 1000-1999: Certificated Personnel Salaries Title I 52,000	Teacher stipends (Saturday School) 1000-1999: Certificated Personnel Salaries Title I 12000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
     LEA-wide
 	
Locations
    All Schools		

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Principal's Salary 1000-1999: Certificated Personnel Salaries LCFF Base 93,672
	
	Benefits 3000-3999: Employee Benefits LCFF Base 30,000
	
	Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base 6,500
	
	MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I 2,000
		Principal's Salary 1000-1999: Certificated Personnel Salaries LCFF Base 93,672
		
		Benefits 3000-3999: Employee Benefits LCFF Base 23,418
		
		Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base 1,664
		
		MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I 1,125

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	College Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Base 83,500
	
	Benefits 3000-3999: Employee Benefits LCFF Base 5,000
		College Counselor Salary [Duplicated Expense: See Goal 1: Action 4]
		
		College Counselor salary [Duplicated Expense: See Goal 1: Action 4]

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base AP course materials 3000-3999: Employee Benefits LCFF Base	AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1]
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations** 　All Schools	Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 3,000 College preparation materials 4000-4999: Books And Supplies LCFF Base 3,000	Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 2805 College preparation materials 4000-4999: Books And Supplies LCFF Base 1,755

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are two major reasons why there are significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The first reason for not meeting the expense amount budgeted is due to an over projection of our 19-20 P2 ADA. 2019-20 Original Budget projected P2 ADA was 166, actual P2 ADA is 131. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected. In addition, due to the COVID-19 school closure, we had to cancel some of the expenses that were budgeted as expenditures.

Goal 1: Action 1: This is not an insignificant material difference in cost. BTSA - three teachers enrolled in induction programs to clear their credentials.
Goal 1: Action 2: Books and Supplies- we spent less due to the decline in enrollment.
Goal 1: Action 2: Instructional Materials- we spent less due to the decline in enrollment.
Goal 1: Action 4: Professional Development: We had to cancel some of the PD activities due to the COVID-19 school closure.
Goal 1: Action 4: Dean's Salary- we hired a new assistant principal with a higher salary due to his qualification based on the MPS salary scale.
Goal 1: Action 5: Dean's Salary- Duplicated Expense (Goal 1: Action 4)
Goal 1: Action 5: Dean's Benefits- Duplicated Expense (Goal 1: Action 4)
Goal 1: Action 6: PD on ELD strategies- MSA 4 provided this PD internally by MPS Home Office staff.
Goal 1: Action 7: The difference is due to an overestimate in employee salary.
Goal 1: Action 8: Teacher Stipends- we had to cancel some of the scheduled Saturday school due to the COVID-19 school closure. In addition, the reduction of expenditures due to the decline in enrollment, therefore fewer teachers was needed for the Saturday school.
Goal 1: Action 9: Benefits: The difference is due to an overestimate in employee benefits.
Goal 1: Action 10: College counselor Salary: we did not hire a college counselor due to the decrease in enrollment. Our Assistant Principal completed the college counselor's duties.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal until pandemic hit. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; 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, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Due to the COVID pandemic, some of the funds budgeted for actions/services in 2019-2020 were changed the last few months of school to support distance learning and some of the planned actions and services were cancelled. Chromebooks and hotspots were purchased for students. We also purchased some digital textbooks for students and teachers. We provided school supplies, computers, Google Classroom training for staff, access to the internet for staff that had unreliable internet services or no services at all. We started personal protective equipments to get ready for a possible school reopening during the pandemic.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 20.5%

Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 5% **Baseline** 4%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 100% **Baseline** 81%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,063,500 Benefits 3000-3999: Employee Benefits LCFF Base 50,000	Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 634,773 Benefits 3000-3999: Employee Benefits LCFF Base 296,486

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 14,000
	
	Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations 5,000
		Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 4820
		
		Field trip expenses 5000-5999: Services And Other Operating Expenditures Title IV 1,500

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.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1 Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9] 1000-1999: Certificated Personnel Salaries LCFF Base
	
	Benefits 3000-3999: Employee Benefits LCFF Base
		1 Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9]

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1 Accelerated/Advanced Math teacher salary and benefits 1000-3000: Salary and Benefits LCFF Base 65,000	Accelerated/Advanced Math teacher salary and benefits 1000-3000: Salary and Benefits LCFF Base 79,100

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	1 Computer/Technology teacher salary and benefits [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base 74,000	Computer/Technology teacher salary and benefits 1000-3000: Salary and Benefits LCFF Base 0

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 67,000	Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 18,000

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	Science materials 4000-4999: Books And Supplies LCFF Base 1,000	Science materials 4000-4999: Books And Supplies LCFF Base 1,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are two major reasons why there are significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.
The first reason for not meeting the expense amount budgeted is due to an over projection of our 19-20 P2 ADA. 2019-20 Original Budget projected P2 ADA was 166, actual P2 ADA is 131. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected. In addition, due to the COVID-19 school closure, we had to cancel some of the expenses that were budgeted as expenditures.
Goal 2: Action 1: Teacher Salaries: due to the decrease in enrollment we didn't receive the full amount of funds we had projected. We also did not hire all the teachers that were initially budgeted for the 2019-20 school year.
Goal 2: Action 1: Benefits- Benefits: the difference is due to an underestimate in employee benefits.

Goal 2: Action 1: Online courses: we did not spend much due to the decrease in enrollment.
Goal 2: Action 1: Field Trips: we could not take our students to some of the planned field trips due to school closure.
Goal 2: Action 2: Principal and Dean Salary: this is a duplicated expense.
Goal 2: Action 3: Accelerated/Advance Math Teacher Salary: the difference is due to an underestimate in employee benefits.
Goal 2: Action 4: Computer / Technology Teacher: we did not hire a computer teacher due to the decrease in enrollment.
Goal 2: Action 4: Technology expenses: we did not have to purchase more Chromebooks due to the decline in enrollment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 continued students with a broad array of courses including core subjects and electives. We offered 4 AP courses and four elective courses to our students. In addition, we extended the course options by implementing the Odeysseyyware online learning program. Through the use of the Odysseyware platform, our students had access to more than 300 standards-aligned courses and instructional materials in core subjects, enriching electives, CTE courses, and college and career readiness test prep. Moreover, some of our high school students took college courses from community colleges. We also offered a Robotics class to our 6-8 grade students. All of our students prepared STEAM-related projects. We planned to do a STEAM Expo for students to present their projects we had to cancel the event due to the COVID-19 school closure.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 7 **Baseline** 4	2019-20: 2
Metric/Indicator Number of PTF meetings per year **19-20** 8 **Baseline** 4	2019-20: 7
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 18 **Baseline** 5	2019-20: 13

Expected	Actual
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been homevisited by the teachers per year **19-20** 15% **Baseline** 23%	2019-20: 38%
Metric/Indicator ADA rate **19-20** 94% **Baseline** 94%	2019-20: 93.54%
Metric/Indicator Chronic absenteeism rate **19-20** 17% **Baseline**	2019-20: 21.71%

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Expected	Actual
9%	
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator High school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 5.3%
Metric/Indicator Four-year cohort graduation rate **19-20** 100% **Baseline** 100%	2019-20: 94.7%
Metric/Indicator Student suspension rate **19-20** 5% **Baseline** 0%	2019-20: 2.3%
Metric/Indicator Student expulsion rate **19-20** 0%	2019-20: 0%

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Expected	Actual
Baseline 0%	
Metric/Indicator School experience survey participation rates **19-20** Students: 81% Families: 20% Staff: 100% **Baseline** Students: 100% Families: 50% Staff: 100%	2019-20: Students: 96.9% Families: 66.7% Staff: 100%
Metric/Indicator School experience survey average approval rates **19-20** Students: 70% Families: 100% Staff: 90% **Baseline** Students: 85% Families: 85% Staff: 85%	2019-20: Students: 64% Families: 90% Staff: 75%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	Parent meeting expenses 4000-4999: Books And Supplies Title I 1,000	Parent meeting expenses 4000-4999: Books And Supplies Title I 666

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools		
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 4,000	Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 300
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base	Illuminate SIS & DnA [Duplicated Expense: See Goal 1: Action 9]
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Home visit compensation 1000-1999: Certificated Personnel Salaries Title I 1,500	Home visit compensation 1000-1999: Certificated Personnel Salaries Title I 4400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
     LEA-wide
 	
Locations
    All Schools		

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.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
     LEA-wide
 	
Locations
    All Schools
	Principal and Dean's salary [Duplicated Expense: See Goal 1: Action 4 and 9] 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
	
	Benefits [Duplicated Expense: See Goal 1: Action 4 and 9] 3000-3999: Employee Benefits LCFF Supplemental and Concentration
	
	Mitchell Family Counseling 5000-5999: Services And Other Operating Expenditures Title IV 7,000
		Principal and Dean's salary [Duplicated Expense: See Goal 1: Action 4 and 9]
		
		Benefits [Duplicated Expense: See Goal 1: Action 4 and 9]
		
		Mitchell Family Counseling 5000-5999: Services And Other Operating Expenditures Title IV 2,100

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Office Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 48,000 Benefits 3000-3999: Employee Benefits LCFF Base 1,500	Office Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 54,000 Benefits 3000-3999: Employee Benefits LCFF Base 16,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	Parent Square notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500	Parent Square notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	College counselor salary and benefits [Duplicated Expense: See Goal 1: Action 10] 1000-3000: Salary and Benefits LCFF Base Online courses [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other Operating Expenditures LCFF Base	College counselor salary and benefits [Duplicated Expense: See Goal 1: Action 10] Online courses
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Dean of Students [Duplicated Expense: See Goal 1: Action 4] 1000-1999: Certificated Personnel Salaries LCFF Base Benefits 3000-3999: Employee Benefits LCFF Base	Dean of Students [Duplicated Expense: See Goal 1: Action 4] Benefits [Duplicated Expense: See Goal 1: Action 4]
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9]	Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	1000-1999: Certificated Personnel Salaries LCFF Base Benefits 3000-3999: Employee Benefits LCFF Base	and 9]
Charter School will annually administer school experience surveys to students, parents, and staff. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 2,000	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 2,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are two major reasons why there are significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.
The first reason for not meeting the expense amount budgeted is due to an over projection of our 19-20 P2 ADA. 2019-20 Original Budget projected P2 ADA was 166, actual P2 ADA is 131. It's not that we didn't spend the money, but that we didn't receive the full amount of funds we had projected. In addition, due to the COVID-19 school closure, we had to cancel some of the expenses that were budgeted as expenditures.

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Goal 3: Action 2: Parent Activities: we spent less money due to COVID-19 school closure.
Goal 3: Action 3: Illuminate SIS: this is a duplicated expense.
Goal 3: Action 4: Home visits: we conducted more home visits than we initially planned.Goal 3: Action 5: Principal and Dean Salary: this is a duplicated expense.
Goal 3: Action 5: Principal Dean Employee Benefits: this is a duplicated expense.
Goal 3: Action 5: Mitchell Family Counseling: we spent less money due to the COVID -19 school closure.
Goal 3: Action 6: Office Manager Salary: there was an increase in the Office Manager's salary due to the minimum wage change.
Goal 3: Action 6: Office Manager Benefits: the difference is due to an overestimate in employee benefits.
Goal 3: Action 7: College counselor Salary: we did not hire a college counselor due to the decrease in enrollment. Our Assistant Principal completed the college counselor's duties.
Goal 3: Action 8: Dean of Students: we did not hire a dean of students due to the decrease in enrollment. Our Assistant Principal completed the dean of student's duties.
Goal 3: Action 9: Principal and Dean Salary: this is a duplicated expense.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure students are on track for high school graduation; implemented alternatives to suspension/expulsion through a comprehensive PBIS program, including restorative practices, acknowledging and encouraging positive student behavior and improvements; provided counseling for students as needed; and administered school experience surveys to our students, parents, and staff.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Registered Nurse and Certified Nursing Assistant (CrossCountry) to address the increased health needs of students and COVID-19 screening.	$49,245.00	25,000	No
Personal Protective Equipment: • Face Covering • Plexiglass barriers • Thermometers • Cleaning Equipment and supplies • Hydration Stations • Handwashing Stations • Disinfecting Materials • Visual Cues and Materials to Maximize Social Distancing	$37,500.00	20,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Registered Nurse and Certified Nursing Assistant: $49,245 was budgeted for this action, $25,000 has been spent. Due to the school closure during the first semester, we did not need the CNA to report to the school.

Personal Protective Equipment: $37,500.00 was budgeted for this action, $20,000 has been spent. We have received a significant amount of PPE donation. Therefore we have not spent the budgeted amount.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the COVID pandemic, some of the funds budgeted for actions/services in 2019-2020 were shifted the last few months of school to support distance learning, and PPE purchases. We spent many hours of planning and setting a safe learning environment for in-person reopening. We implemented plans to reopen schools based on guidance from state and local public health officials. We rearrange our classroom settings to allow physical distancing helps limit the spread of the virus. We taught and reinforced among students staff washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.

We established a written, worksite-specific COVID-19 prevention, performed a comprehensive risk assessment of all work areas and work tasks, We are diligently implementing and monitoring the plan.

We implemented screening measures for students and adults entering campus; before students and staff come to school, they conduct a self-screening for signs and symptoms of COVID-19. We purchased an isolation tents for students who are not feeling well to minimize contact with others until they can be transported home or to a healthcare facility.

We set hand sanitizing stations throughout a site and near classrooms should be considered to minimize movement and congregations in bathrooms to the extent practicable. We maximized space between seating and desks. Teacher and other staff desks at least six feet away from student desks.We purchased and use plexi barriers to create barriers as an additional precaution.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Digital Textbook and Curriculum	$9,402.00	7,900	Yes
Educational Software	$35,625.00	33,000	Yes
Professional Development For Teachers	$23,901.00	10,000	Yes
Technology (Chromebook, Hotspot, teacher computers, etc.)	$23,350.00	23,350	Yes
Parent Academy to provide support to the parents during distance learning	$1250.00	1,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures will be noted if there was a change of increase or decrease by 10%.

Digital Textbook and Curriculum: $9,402.00 was budgeted for this action, $7,900.00 has been spent. We purchased a digital textbook and curriculum for all the courses we offer this school year. The budgeted fund was overestimated.

Professional Development: $23,901 was budgeted for this action, $10,000 has been spent. MPS home office provided some of the planned professional development with a cost to MSA-4.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following elements of distance learning successfully implemented in the 2020-21 school.

- Purchased new Chromebooks and distributed them to our students. 100% of MSA-4 students have access to a device.
- Purchased hotspots and distributed them to the families having connectivity issues. 100% of MSA-4 students have access to the internet.
- All students and teachers have access to digital textbooks.
- Purchased new digital educational learning platforms to increase engagement.
- Purchase SEL curriculum to address students' social-emotional needs.
- Implemented parent college to train parents on how to support their children during distance learning.
- Implemented mindfulness meetings for students and parents to address.
- Started working Mental Health Care provider and offered on-demand counseling to our students and parents.
- All staff received professional development regarding distance learning and new educational programs.
- Hired an additional SPED teacher to address the needs of the students with disabilities during distance learning.
- Implemented summer and Saturday school to mitigate the learning loss.
- Increased the after-school hours.
- Implemented small group instruction for reteaching.
- Organized virtual home visits to support students and parents to improve attendance and engagement.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	$8,500.00	8,500	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	$10,881.00	8,500	Yes
Instructional (SPED) Aide to support to students in small group setting during Asynchronous Learning and After School.	$30,000.00	30,000	Yes
EL Coordinator Additional Duties Pay	$5000.00	5,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures will be noted if there was a change of increase or decrease by 10%.

Summer Enrichment Program: $10,881 was budgeted for this action, $8,500 has been spent. We hired less teachers due to the low summer school enrollment.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We successfully implemented all of the listed actions related to the Pupil learning loss. NWEA MAP testing data showed an increase in student achievement. Due to the COVID pandemic, teachers and parents communicated more than ever before about student

academics and social-emotional support. Parents were mostly supportive of the situation the schools were in. Teachers went above and beyond to collaborate and learn new technology. We were able to repurpose our support staff and retain employees due to additional funding from the state. We increased the support for students with disabilities, and English Learners. Despite the challenges, all IEP meetings were held on time to address the need of the students with disabilities. Our SPED team supported students with disabilities access to the classroom and core instruction. Teachers were made available after school to support students and provide reteaching as need to close the loss. We held 22 Saturday School sessions. Our Saturday school teachers provided reteaching and enrichment to the student who joined. Our teachers met and discuss student-specific intervention strategies during the bi-weekly department meetings.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

MSA-4 has adopted and implemented an SEL curriculum called Zone of Regulations during the first 10 weeks of the school. Through the Zone of Regulations lessons, our students learned strategies for coping with stress and anxiety. Additionally, we purchased SEL content through NEARPOD. Our teachers implemented this NEARPOD SEL content throughout the year. We conducted students, parents, and staff mental health surveys to determine and address mental health-related health issues throughout the year. We repurposed our school Psychologist to regularly check with the students and provide support to them as needed. We implemented weekly mindfulness lessons where students learned and practices some self-soothing practices. We developed partnerships with local universities and provided additional Therapeutic Counseling to our students and families. We offered additional on-demand mental health services to our stakeholders through Care Solace. MSA-4 teachers have been attended various professional development sessions and learn useful strategies to determine and address social-emotional issues while they are interacting with the students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

MSA-4 increased the number of opportunities for outreach, parent input, and participation in programs for students through various parent meetings, such as School Site Council (SSC), Parent Task Force (PTF), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Parent College meetings, Town Hall meetings, Student Success Team (SST), an Individual Educational Program (IEP) meetings. We held all of these meetings virtually due to the pandemic. We held a monthly School Site Council (SSC) meeting and inform all families of the meeting and ensure the meeting is open to the public. We held two English Learner Advisory Committee (ELAC) where all parents of English Learners were invited to attend. We held Student Success Teams (SST) meetings held to address the specific needs of students through evidence-based systems of support and interventions. Individual Educational Programs (IEP) meetings were held to specifically address the needs of students in a school team-based meeting in collaboration with parents, teachers, resource specialists, and school administration. MSA-4's efforts to receive parent input and decision-making reached the goal by organizing all of the scheduled meetings. However, parent participation in these meetings is still far from the goal. We will continue seeking avenues to increase parent involvement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Meal service during the 2020-2021 school year looked very different than it has in the past. In response to school closures because of the COVID-19 pandemic, MSA-4's nutrition programs have transformed into emergency community feeding systems. We delivered meals to our students, their families, and other members of the community with partnering with our sister school, Magnolia Science

Academy-6.Our Grab and Go model allowed parents to pick up meals for their children at MSA-6. In addition, we informed our parents about the other school districts Grab and Go sites that are closer to their homes. At the beginning of May, students began attending schools in person, and we began distributing take home meals to our students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Despite our efforts, the learning loss was inevitable for some students more than others. We will continue utilizing assessment as well as evaluation of actual student work in order to obtain as much of an authentic understanding of student progress as possible.MSA-4 team will use the data to determine the effectiveness of interventions, both school-wide and for individual students, and determine new intervention strategies and resources to address the learning loss. We plan to maintain 2019-20 LCAP goals and improve our successes by investing in teacher support and development, student intervention, and support programs, and parent engagement opportunities.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue utilizing NWEA MAP testing three times during each school year to measure the effectiveness of the services and supports provided to address learning loss. In addition, we will also utilize the interim/benchmark assessments for Math and ELA administer at multiple times over the course of the following school years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

MSA-4 successfully implemented all of the action items planned for 2020-21 school year. However, there are differences between the budgeted expenditures and actuals due to the school closings. We could not reopen our school due to surge in COVID cases between November and March. Instruction was done fully online for about four months due to LAUSD's restrictions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In overall MSA-4 student outcomes continued improving compared with past 3-4 years despite the challenges with the distance learning. Some of our students continued struggling more than the others due to not having an independent study skills. Based on the winter internal assessment results, about sixty percent of MSA-4 students met their growth target in both Reading and Math. Seventy-nine percent of our students received at least C or above grades at the end of the Fall semester. We have identified about twenty students who will need intervention to close the learning gap caused by distance learning. We will offer these students an extended learning opportunities during the summer to mitigate this learning loss. We will continue closely monitoring their progress during the following school years and offer them after school small group instruction to make sure they will catch up with their peers. We will hire a college counselor to provide guidance to our students to help them to be college ready when they graduate from MSA-4. In addition to hiring a college counselor, we will hire a social worker who will support our students with their social emotional needs. MSA-4 teachers will continue receiving comprehensive professional development to learn effective teaching strategies in order for helping our students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	5,000.00	0.00
	1,739,672.00	1,359,433.00
	1,000.00	0.00
	94,650.00	44,925.67
	0.00	7,732.00
	7,000.00	3,600.00
	7,000.00	3,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	1,329,172.00	769,247.99
	214,000.00	188,900.00
	48,000.00	54,000.00
	89,500.00	338,085.68
	36,150.00	14,839.00
	130,500.00	50,618.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		0.00	0.00
		1,240,672.00	728,445.00
		88,500.00	40,802.99
		214,000.00	188,900.00
		48,000.00	54,000.00
		86,500.00	335,904.00
		3,000.00	2,181.68
		35,000.00	14,023.00
		1,150.00	816.00
		5,000.00	0.00
		115,500.00	38,161.00
		1,000.00	0.00
		2,000.00	1,125.00
		0.00	7,732.00
		7,000.00	3,600.00
		7,000.00	3,600.00
		0.00	7,732.00
		7,000.00	3,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-4

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	441,322.00	299,045.67
Goal 2	1,339,500.00	1,035,679.00
Goal 3	66,500.00	80,966.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-4

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$86,745.00	$45,000.00
Distance Learning Program	$93,528.00	$75,250.00
Pupil Learning Loss	$54,381.00	$52,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$234,654.00	$172,250.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$86,745.00	$45,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$86,745.00	$45,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$93,528.00	$75,250.00
Pupil Learning Loss	$54,381.00	$52,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$147,909.00	$127,250.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org 310-473-2464

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy 4, is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2008, MSA-4's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-4 currently serves 101 students in grades 6-12. Our population consists of a variety of students, some of which have a language other than English spoken at home. A high concentration of our families experiences economic challenges. MSA-4 's diverse enrollment is comprised of 85% Hispanic/Latino, 12% African American/Black, and 2% White, 87% Socioeconomically Disadvantaged, 28% Special Education, and 13% English Learner population.

MPS strives to graduate students who come from historically under-served neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-4 is supplemented by tutoring, after-school programs, Saturday school program, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-4 celebrates our successes around our graduation, reclassification rates, and college acceptance rates.

Our graduation rate continues to be strong. We have maintained a rate of 90% or above for the last 3 years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they make strides toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner by way of Odysseyware. This is an online platform that allows students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in the manner that they need.

MSA-4 celebrates the fact that we have actively created a college-going culture. As a result, our college acceptance rate has been fairly strong over the last 3 years.

MSA-4 remains committed to ensuring that our students are supported and presented with the various programs available to them as a post-secondary option.

MSA-4 also offers our students SAT preparation and community service opportunities to bolster each student's application. We have come to know that while a great GPA used to be the "magic ticket" to gain acceptance to the college of choice, that is no longer the case. Students now need something to set them apart from the next student with an equally great GPA.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This year MSA-4 continues to focus on our overall student data; however, more of an emphasis on math as that is the area where our students continue to struggle. Our focus is working to move the 30% toward proficiency.

MSA-4 will continue using IAB (Interim Assessment Block) data to track student progress and plan for more targeted instruction and interventions.

MSA-4 experienced an increase in the area of overall satisfaction for our students and staff. MSA 4 continues to employ PBIS (Positive behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support) with our students. We will also continue with PD for all staff in these areas.

MSA-4 realizes that there is a continued need to reduce the number of students who are not meeting or exceeding standards in ELA and Math. A persistent school-wide goal is to reduce the percentage of students who are not attaining proficiency by 9% over the next 3 years. In an effort to support our students in these areas, students assigned to enrichment classes, after-school tutoring, and Saturday school. The expectation is that students are provided targeted interventions. Each student's progress is monitored, and students may transfer into another elective once they have made adequate gains toward proficiency.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School Parent Advisory Committee (PAC) has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students by employing the following:
- PBIS – Positive Behavior Intervention and Supports
- MTSS – Multi-Tiered Systems of Supports
- Mentoring and leadership program
- Keeping effective teachers and improving teacher observation and evaluation systems

We have also worked on our expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. This includes the consistent and targeted use of IAB (interim assessment blocks) and MAP (Measures of Academic Progress) data to inform and drive our day-to-day instruction. MSA-4 spends quality time analyzing our data. We then spend time collaborating and planning around how to best support our students in our efforts to close the performance gap.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, a school plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 7 SSC meetings, at least five parent activities/events including weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

A summary of the feedback provided by specific stakeholder groups.

Here are some of the feedback from stakeholders through meetings and stakeholder surveys.

Glows:

All stakeholders are happy to be part of a small and family-like environment. Many students and parents emphasized the support that students receive from teachers. Here are some of the comments our stakeholders made about MSA-4. The following are some glows that are being vocalized by all stakeholders.

- MSA-4 provides a family-like environment.
- All staff are caring, supportive.

- MSA-4 offers effective communication with parents.
- Teachers provide individualized attention and flexibility.

Grows:

MSA-4 stakeholders suggested growth in the following areas:

- Parent involvement.
- Facilities.
- Limited classes and activities (sports and music).
- Improvement in instructional strategies to check for understanding

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP Committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
	2020-21: 0%				2023-24: 0%
	2020-21:				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0				
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85.0%				2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 95.0%				2023-24: 95.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.	$10,300.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Teacher credentialing expenses: Resource: Title II, Part A; Amount: $XX,XXX • Performance pay: Resource: Title II, Part A; Amount: $XX,XXX • Sign-in bonus: Resource: Title II, Part A; Amount: $XX,XXX		
2	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, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $XX,XXX • Chromebooks: Resource: Title IV, Part A; Amount: $XX,XXX	$92,093.00	No

Action #	Title	Description	Total Funds	Contributing
		• Other supplemental technology expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
3	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 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, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$131,984.00	No
4	Healthy and nutritious meals	Charter School will maintain nutrition education resources and continue focusing on innovative ways to increase access to freshly	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
5	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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A	$110,748.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 88%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 79%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 151.6				2023-24: 60.0
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: 23.41%				2022-23: • All Students: 38.00% • 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: (2019 Dashboard) • All Students: 57.2 points below standard • English Learners: 114.4 points				2022-23: (2023 Dashboard) • All Students: 50.0 points below standard • English Learners: 95.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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				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%				2022-23: • All Students: 60.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 60.0% • Hispanic: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%				2022-23: • All Students: 15.00% • Socioeconomically Disadvantaged: 17.00% • Students with Disabilities: 17.00% • African American: 15.00% • Hispanic: 15.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 133.7 points below standard • English Learners: 170.1 points below standard • Socioeconomically Disadvantaged: 128.2points below standard • Students with Disabilities:				2022-23: (2023 Dashboard) • 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	184.8 points below standard • African American: 139.7 points below standard • Hispanic: 133.6 points below standard				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%				2022-23: • All Students: 65.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 60.0% • Hispanic: 65.0%
Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who	2018-19: (2019 Dashboard) 28.6%				2022-23: (2023 Dashboard) 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	2020-21: 0.00%				2023-24: 17.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 5.00% • Socioeconomically Disadvantaged: 3.50% • Students with Disabilities: 0.00% • African American: 5.88% • Hispanic: 3.39%				2022-23: • All Students: 15.00% • Socioeconomically Disadvantaged: 15.00% • Students with Disabilities: 10.00% • African American: 15.00% • Hispanic: 15.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$723,187.00	No

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		
2	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	$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees. The following expenditures will be funded by federal Title funds: • Instructional coach salary and benefits: Resource: Title II, Part A; Amount: $XX,XXX • Professional development expenses: Resource: Title II, Part A; Amount: $XX,XXX • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $XX,XXX • TeachBoost software fees: Resource: Title II, Part A; Amount: $XX,XXX		
3	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.)	$201,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Teacher stipends for after-school: Resource: Title I, Part A; Amount: $XX,XXX • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: $XX,XXX • Teacher stipends for summer school: Resource: Title I, Part A; Amount: $XX,XXX • NWEA MAP testing fees: Resource: Title I, Part A; Amount: $XX,XXX • Illuminate DnA fees: Resource: Title I, Part A; Amount: $XX,XXX • Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $XX,XXX		

Action #	Title	Description	Total Funds	Contributing
4	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 federal Title funds: • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • EL Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Rosetta Stone program fees: Resource: Title I, Part A; Amount: $XX,XXX	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	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 federal Title funds: N/A	$321,704.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2019-20: (2020 Dashboard) 20.0%				2022-23: (2023 Dashboard) 60.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 33.33%				2022-23: 40.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 9.52%				2022-23: 30.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 40.0%				2022-23: 50.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 30.0%				2022-23: 40.0%
Percentage of seniors 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)	2020-21: (As of 5/16/21) 39.1%				2023-24: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 95.5%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 31.8%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 18.2%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 50.0%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 100.0%				2023-24: 100.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 68.0%				2023-24: 70.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 60.0%				Class of 2021: 65.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 11%				2023-24: 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)	2020-21: (As of 4/16/21) 100%				2023-24: 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)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. 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 federal Title funds: • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX • Teacher stipends for AP classes: Resource: Title IV, Part A; Amount: $XX,XXX • Naviance program fees: Resource: Title IV, Part A; Amount: $XX,XXX • AP exam fees: Resource: Title IV, Part A; Amount: $XX,XXX • AP course materials: Resource: Title IV, Part A; Amount: $XX,XXX • Other college-related materials and activities: Resource: Title IV, Part A; Amount: $XX,XXX	$193,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	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: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Supplemental science program fees: Resource: Title IV, Part A; Amount: $XX,XXX • GATE Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Robotics/Engineering Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX	$6,000.00	Yes
3	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	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Computer Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $XX,XXX		
4	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.	$83,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
5	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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • VPA teacher (Art, Music, etc.) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • LOTE teacher (Spanish) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX	$146,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Other elective teachers salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Extracurricular/Afterschool staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Stipends for clubs: Resource: Title IV, Part A; Amount: $XX,XXX • Afterschool/Club expenses: Resource: Title IV, Part A; Amount: $XX,XXX • Supplemental materials: Resource: Title IV, Part A; Amount: $XX,XXX • Field trip expenses: Resource: Title IV, Part A; Amount: $XX,XXX		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 4				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 1				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 4/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	9				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 4/16/21) 25				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 45.0%				2023-24: 25%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 95.62%				2023-24: 96.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 13.7%				2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) N/A				2023-24: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 10.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 85.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 100.0% Families: 83.3% Staff: 100.0%				2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 98% Staff: 92%				2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%				2023-24: (Spring 2023 to Fall 2023) 85.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: $XX,XXX • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: $XX,XXX • DTS program fees: Resource: Title I, Part A; Amount: $XX,XXX		Yes
2	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	$115,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • PACE coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends for home visits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $XX,XXX • ParentSquare software fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent activity/event expenses: Resource: Title I, Part A; Amount: $XX,XXX		

Action #	Title	Description	Total Funds	Contributing
3	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, SEL	$129,872.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Behavior counselor salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Attendance clerk salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • School psychologist salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX • Outsourced SEL service fees: Resource: Title IV, Part A; Amount: $XX,XXX • SEL program fees (Edge Coaching / Imagine Etiquette / Train of Thought, etc.): Resource: Title IV, Part A; Amount: $XX,XXX • Additional services for homeless students: Resource: Title I, Part A; Amount: $XX,XXX		
4	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.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Panorama Education survey fees: Resource: Title I, Part A; Amount: $XX,XXX		
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: • Outreach and community engagement staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Partnership expenses: Resource: Title IV, Part A; Amount: $XX,XXX	$12,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. Unduplicated students will receive improved services through

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our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,581,074.00	$466,133.00		$273,228.00	$2,320,435.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,810,720.00	$509,715.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$10,300.00				$10,300.00
1	2	All	Instructional materials and technology	$71,093.00	$20,000.00		$1,000.00	$92,093.00
1	3	All	Clean and safe facilities that support learning	$126,984.00			$5,000.00	$131,984.00
1	4	Low Income	Healthy and nutritious meals	$6,000.00				$6,000.00
1	5	All	Well-orchestrated Home Office support services	$110,748.00				$110,748.00
2	1	All	Broad course of study and standards-based curriculum	$698,385.00	$24,802.00			$723,187.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$8,000.00			$20,000.00	$28,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$142,404.00	$3,000.00		$56,000.00	$201,404.00
2	4	English Learners	Designated and integrated ELD programs				$5,000.00	$5,000.00
2	5	Students with Disabilities	Support for students with disabilities		$291,704.00		$30,000.00	$321,704.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	$5,000.00	$93,536.00		$94,843.00	$193,379.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				$6,000.00	$6,000.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	$3,500.00				$3,500.00
3	4	Low Income	Physical education, activity, and fitness	$83,000.00				$83,000.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$112,985.00	$33,091.00			$146,076.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$109,588.00			$5,600.00	$115,188.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$80,087.00			$49,785.00	$129,872.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$500.00				$500.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$12,500.00				$12,500.00

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$563,564.00	$930,419.00
LEA-wide Total:	$563,564.00	$930,419.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$6,000.00	$6,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$28,000.00
2	3	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,404.00	$201,404.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		$5,000.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$193,379.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,000.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	$3,500.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$83,000.00	$83,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,985.00	$146,076.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,588.00	$115,188.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,087.00	$129,872.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	$12,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c)   Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d)   Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e)   Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8): **19-20**	2018-19: All Students: 46.96% English Learners: 6.12% Socioeconomically Disadvantaged: 47.83% Students with Disabilities: 17.39%

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Expected	Actual
2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 33% English Learners: 6% Socioeconomically Disadvantaged: 34% Students with Disabilities: 8% Hispanic: 29% White: 39%	Homeless: 41.67% Hispanic: 47.44%
Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year **Baseline** 2016-17 (Baseline):	2018-19: All Students: 11.5 points below standard English Learners: 43.3 points below standard Socioeconomically Disadvantaged: 13.1 points below standard Students with Disabilities: 72.7 points below standard Homeless: 23.7 points below standard Hispanic: 13.1 points below standard

Expected	Actual
All Students: 25.5 points below standard English Learners: 67.8 points below standard Socioeconomically Disadvantaged: 28.9 points below standard Students with Disabilities: 126.9 points below standard Hispanic: 36.9 points below standard White: 0.1 points below standard	
Metric/Indicator Percentage of students meeting their growth targets on the MAP Reading assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 67% English Learners: 32% Socioeconomically Disadvantaged: 69% Students with Disabilities: 22% Homeless: 40% African American: 40% Hispanic: 68% White: NA	2018-19: All Students: 64.8% English Learners: 68.8% Socioeconomically Disadvantaged: 68.2% Students with Disabilities: 55.2% Hispanic: 64.4% White: 90.9%
Metric/Indicator Percentage of students performing proficient on the CAASPPMathematics assessments (Grades 3-8):	2018-19: All Students: 38.67% English Learners: 10.20%

Expected	Actual
19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 16% English Learners: 3% Socioeconomically Disadvantaged: 15% Students with Disabilities: 0% Hispanic: 11% White: 15%	Socioeconomically Disadvantaged: 38.51% Students with Disabilities: 30.44% Homeless: 41.67% Hispanic: 37.82%
Metric/Indicator Change in Average Distance from Standard on the CASSPPMathematics assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 2 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year **Baseline**	2018-19 All Students: 17.9 points below standard English Learners: 43.5 points below standard Socioeconomically Disadvantaged: 18.6 points below standard Students with Disabilities: 58.0 points below standard Homeless: 26.2 points below standard Hispanic: 21.6 points below standard

Expected	Actual
2016-17 (Baseline): All Students: 91.1 points below standard English Learners: 120.4 points below standard Socioeconomically Disadvantaged: 94.2 points below standard Students with Disabilities: 191.7 points below standard Hispanic: 105.3 points below standard White: 64.4 points below standard	
Metric/Indicator Percentage of students meeting their growth targets on the MAPMathematics assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 64% English Learners: 27% Socioeconomically Disadvantaged: 67% Students with Disabilities: 29% Hispanic: 62%	2018-19: All Students: 73.7% English Learners: 72.7% Socioeconomically Disadvantaged: 74.0% Students with Disabilities: 75.0% Hispanic: 73.9% White: 81.8%
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** 2 percentage points up from the prior year	2018-19: 56.3%

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Expected	Actual
Baseline 30%	
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 1 percentage point up from the prior year **Baseline** 20%	2019-20: 13.6%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 1 percentage point up from the prior year **Baseline** 70%	2019-20: 70%
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments **19-20** 50% **Baseline** NA%	2019-20: ELA: 63.63% Math: 54.54%
Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher **19-20** 25% **Baseline**	2018-19: 20.0%

Expected	Actual
NA%	
Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements **19-20** 60% **Baseline** NA%	2019-20: 100%
Metric/Indicator Percentage of students in grades 9-11 who will participate in the PSAT test **19-20** 60% **Baseline** 100%	2019-20: 90%
Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test **19-20** 2 percentage points up from the prior year **Baseline** 10%	2019-20: 0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School	$2,500 BTSA expenses (5000)(Base); $500 EL authorization expenses	$0 BTSA expenses (5000)(Base); $0 EL authorization expenses (5000)(Base) 5000-5999: Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

will also annually review master schedule/teacher assignments to ensure compliance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	(5000)(Base) 5000-5999: Services And Other Operating Expenditures Title II 3,000	And Other Operating Expenditures Title II 0

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$25,000 Books (4000)(Base); $9,000 Instructional materials (4000)(Lottery) 4000-4999: Books And Supplies LCFF Base 34,000	$56,000 Books (4000)(Base); $14,000 Instructional Materials (4000)(Lottery) 4000-4999: Books And Supplies LCFF Base $70,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$600 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 600	$600 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$1,198 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,198
	
	$5,000 Professional Development (5000)(Title II) 5000-5999: Services And Other Operating Expenditures Title II $5,000
		$1,198 TeachBoost fees (5000) (Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,198
		
		$2,000 Professional Development (5000) Title II) 5000-5999: Services And Other Operating Expenditures Title II $2,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** **Location(s)** All Schools	$5,000 EL Coordinator Stipend (1000); 1000-3000: Salary and Benefits Supplemental and Concentration 5,000 $1,000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies Title I $1,000	$5,000 EL Coordinator Stipend (1000); 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
 	
Scope of Services
  Limited to Unduplicated Student Group(s)
 	
Locations
  All Schools		

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction.
 	
Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
 	
Scope of Services
  LEA-wide
 	
Locations
  All Schools
	$1,000 Professional Development on ELD strategies (5000)(Title II) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000	$875 Professional Development on ELD strategies (5000)(Title II) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 875

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

During the day, Charter School will provide additional supports and interventions to all students, including ELs.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	$50,000 Intervention teacher salaries (1000)(Title I); $5,000 EL Coordinator (1000)(Title I) ; $13,750 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I 68,750	$16,000 Intervention Teachers (1000)(Title I); $4,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I 20,000

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	$20,000 Saturday School (1000)(Title I) 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 20,000	$10,400 Saturday School (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I 10,400

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.	$87,864 Dean of Academics salary (1000)(Base); $21,966 Benefits(3000)(Base) $4,513 Illuminate SIS & DnA	$90,360 Dean of Academics Salary (1000)(Base); $21,966 Benefits (3000)(Base); $3,047 Illuminate SIS & DnA

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	(5000)(Base); $3,000 MAP testing fees (5000)(Base) 1000-3000: Salary and Benefits Base 117,343	(5000)(Base); $3,462 MAP Testing Fees (5000)(Base) 1000-3000: Salary and Benefits Base 118,835

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$87,864 Dean of Academics salary (1000)(Base); $21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9] 1000-3000: Salary and Benefits LCFF Base 109,830	$90,360 Dean of Academics Salary (1000)(Base); $21,966 Benefits (3000)(Base)[Duplicated Expense: See Goal 1: Action 9] 1000-3000: Salary and Benefits LCFF 112,326

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$4,000 AP Teacher additional salaries (1000)(Base); $3,000 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 7,000	$4,000 AP Teacher additional salaries (1000)(Base); $2,500 AP course materials (3000)(Base_ 1000-3000: Salary and Benefits LCFF Base 6,500

Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	$2,984 Naviance program (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 2,984	$2,742 Naviance (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 2,742

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	$1,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base $1,000	$490 College Preparation Materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base $490

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: $3,000 Actual: $0 The reason for the difference is that we were planning to support teachers with their, BTSA needs but ended up with teachers wanting to delay the start due to the pandemic.
Goal 1: Action 2: Planned: $34,000 Actual: $70,000 The difference is due to the need for more electronic texts to support the students during virtual learning.
Goal 1: Action 7: Planned: $68,750 Actual: $20,000 The school was able to minimize the number of Intervention teachers needed for intervention classes to be able to open more electives for students.
Goal 1: Action 8: Planned: $20,000 Actual: $10,400 The school was closed for about three months due COVID-19 and in-person Saturday school halted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year, we had to close in March during our second semester and go to Distance Learning because of the COVID pandemic. As a result of this, we did not give the students in 3-8 and 11 the CAASPP standardized assessments in English and Math, or our internal assessment (NWEA MAP) both areas to see growth from fall to spring. We did give the MAP assessment in Fall 2020 and the results were not as strong as our CAASPP results from 2018-19. We were also not able to give the Summative

ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year. After school clubs and tutoring continued throughout second semester with students joining through Zoom.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities:	
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 5%

Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 10% **Baseline** 5%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 100% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	$888,490 Teacher salaries (1000)(Base); $311,713 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 1,200,203	$968,975 Teacher Salaries (1000)(Base); $424,527 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base 1,404,752

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations**	$2,273 Online courses (5000)(Base); $5,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $7,273	$2,250 Online Courses (5000)(Base); $9,000 Field Trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $11,250
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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$200,000 1 Principal and 1 Deans salaries (1000)(Base); $50,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 250,000	$194,928 1 Principal and 1 Deans Salaries (1000)(Base)[Duplicated Expense: See Goal 1: Action 9 for Dean]; $50,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF 244,928
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	$73,150 1 Accelerated/Advanced Math teacher salary and $18,288 benefits (1000)(3000)(Base)	$80,146 1 Accelerated/Advanced Math teacher salary and $20,000 benefits (1000)(3000)(Base)

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	1000-3000: Salary and Benefits LCFF Base 91,438	1000-3000: Salary and Benefits LCFF Base 100,146

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$44,000 1 IT staff salary (2000)(Base); $13,200 Benefits (3000); 1000-3000: Salary and Benefits LCFF Base 57,200
	
	$6,978 Technology Devices (6000)(Title IV)(Base [Duplicated Expense: See Goal 2: Action 1]; $24,300 Technology expenses 6000-6999: Capital Outlay Title IV 31,278
		$42,816 1 IT staff salary (2000)(Base); $12,800 Benefits (3000); 3000-3999: Employee Benefits LCFF Base 55,616
		
		$6,850 Technology Devices (6000)(Title IV)(Base);$15,000 Technology expenses 6000-6999: Capital Outlay Title IV $21,850

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$2,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base 2,000	$0 Science Materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 4: Planned: $2,000 Actual: $0 The school ended up not needing to purchase STEAM focused materials for end of year projects due to the schools being closed from the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We provide courses, electives, programs, and services outlined in our charter petition; specific programs and services are dependent on student need and interest. Our master schedule is designed to meet the needs of all students. We sent surveys home to our high school students to gauge their interests when we started making the master schedule and used student and teacher feedback. MSA-5 seniors will graduate with a-g requirements being met, making them eligible for admittance to UCs and CSUs. Currently, our graduation requirements for 12th graders require that they take one year of computer class, and we do provide this for every student. We offer opportunities for dual enrollment with the local community college. In this year of Distance Learning, competing in different competitions was put on hold. We could not have a school-wide or MPS-wide STEAM EXPO because of the restrictions placed upon California because of the pandemic, but students were encouraged to create science projects in their classes. Graduation for our 12th-grade students was done individually, with the administration doing visits to student's homes.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of ELAC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of PTF meetings per year **19-20** 4 **Baseline** 4	2019-20: 4

Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 5 **Baseline** 5	2019-20: 8
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been home-visited by the teachers per year **19-20** 35% **Baseline** 20%	2019-20: 40%
Metric/Indicator ADA rate **19-20** 96% **Baseline**	2019-20: 95.65%

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Magnolia Science Academy-5

Expected	Actual
95%	
Metric/Indicator Chronic absenteeism rate **19-20** 10% **Baseline** 10%	2019-20: 12.3%
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0.0%
Metric/Indicator High school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0.0%
Metric/Indicator Four-year cohort graduation rate **19-20** N/A **Baseline** N/A	2019-20: 100%
Metric/Indicator Student suspension rate **19-20** >5%	2019-20: 0.4%

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Expected	Actual
Baseline >5%	
Metric/Indicator Student expulsion rate **19-20** >1% **Baseline** >1%	2019-20: 0%
Metric/Indicator School experience survey participation rates **19-20** Students: 98% Families: 97% Staff: 100% **Baseline** Students: 89% Families: 63% Staff: 100%	2019-20: Students: 100.0% Families: 87.3% Staff: 100.0%
Metric/Indicator School experience survey average approval rates **19-20** Students: 65% Families: 90% Staff: 90% **Baseline** Students: 61% Families: 94% Staff: 93%	2019-20: Students: 67% Families: 96% Staff: 91%

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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$500 Parent meeting expenses (4000)(Title I) 4000-4999: Books And Supplies Title I 500	$1,662 Parent Meeting Expenses (4000)(Title I) 4000-4999: Books And Supplies Title I 1662
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$500 Parent activities/events expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1] 4000-4999: Books And Supplies LCFF Base 500	$1,662 Parent Meeting Expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1] 4000-4999: Books And Supplies LCFF 1662
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	$4,513 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 4,513	$3,047 Illuminate SIS & DnA (5000)(Base)[Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 3,047

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I 10,000	$15,750 Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I 15,750

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.	$63,000 School Psychologist salary (1000)(S&C); $18,900 Benefits (3000)(S&C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 85,000	$32,920 School Psychologist salary (1000)(S&C); $6,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $38,920

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $22,500 Benefits (3000)(Base); 2000-2999: Classified Personnel Salaries LCFF Base 99,500
	
	$1,500 ParentReach notification program (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base 1,500
		$75,408 1 Office Manager and 1 Office Clerk Salaries (2000)(Base); $16,500 (3000)(Base); 2000-2999: Classified Personnel Salaries LCFF Base 91,908
		
		$1,235 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base 1,235

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$87,864 Dean of Academics salary (1000)(Base); $21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]; 1000-3000: Salary and Benefits LCFF Base 109,830 $2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other	$90,366 Dean of Academics salary (1000)(Base); $21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]; 1000-3000: Salary and Benefits LCFF Base 112,332 $2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Operating Expenditures Base 2,273	Operating Expenditures Base 2,273

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$5,000 Mitchell Family Counseling (5000)(Title IV) 5000-5999: Services And Other Operating Expenditures Title IV 5,000
	
	$5,000 1 Discipline Coordinator Stipend (1000)(Base); 1000-1999: Certificated Personnel Salaries Base 5,000
		$3,100 Mitchell Family Counseling (5000)(Title IV) 5000-5999: Services And Other Operating Expenditures Title IV 3,100
		
		$5,000 1 Discipline Coordinator Stipend (1000)(Base); 1000-1999: Certificated Personnel Salaries Base 5,000

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 3,900	$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 3,900

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Charter School will annually administer school experience surveys to students, parents, and staff. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$1,021 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,021	$784 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 784

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 4: Planned: $10,000 Actual: $15,750 The school made a strong effort to visit as many families in the school community with two to three teachers or staff visiting a visit.
Goal 3: Action 5: Planned: $85,000 Actual: $38,920 The school only needed a half-time School Psychologist based on the number of students that needed services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We held SSC, ELAC, and PTF meetings over the course of the school year, even holding them virtually during the second semester. We provided parents with access to our SIS and additionally sending home four Progress Reports and two Report Cards over the year, as well as offering Parent/Teacher Conferences. Home Visits were conducted by our teachers and admin. During the first semester and part of the second semester, they were in-person. Our ADA is approximately 96%, even holding during Distance Learning. Our middle school and the high school dropout rate is 0%, suspension rate is below 1%, and expulsion rate is 0% because of the implementation of alternatives to suspension/expulsion including restorative practices. Our staff and admin acknowledged and encouraged positive student behavior and improvements. We administered school experience surveys to all our stakeholders, students, parents, and staff. These surveys 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, what we should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. Our satisfaction rates for the families, staff, and students were at an all-time high, with our stakeholders happy about how we conducted Distance Learning during the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Protective Personal Equipment such as counter shield guards, face coverings, signage, etc.	$19,600	15,000	No
Added a Certified Nurses Assistant	$52,200	29,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Protective Personal Equipment such as counter shield guards, face coverings, signage, etc. Planned: $52,200 Actual: $29,000 Addition of a Certified Nurses Assistant (CNA): Planned: $19,600 Actual: $15,000

Description: The school was in distance learning most of the second semester. Because of this, there was no need to have to purchase consumable PPE materials and have the CNA at the school site during this time.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One addition we have made this school year is the addition of a Certified Nurse Assistant (CNA) to conduct all the health screenings and temperature checks of all stakeholders who enter the school. The purchase of Personal Protective Equipment has been ongoing this school year. We bought plexiglass dividers for the main office and all teachers' and students' desks, as well as all desks in offices. We have hand sanitizing stations, cones and arrows in hallways and staircases, signage posted all around the school, and mask wearing for everyone. We had in-person COVID testing for all staff and students on our campus before starting Hybrid Learning. Our learning platforms include NWEA MAP for internal assessments twice a year, as well as other programs to assist teachers in the classroom. We are also supporting our SPED students with OT, speech, adapted PE, etc. with outside Sped professional services.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and other associated materials	$99,249	92,000	Yes
Online learning platforms to enhance learning and assist with mitigating learning loss through remote/distance learning that includes: Zoom, Papers, easyCBM, GoalBooks, BrainPop, MyOn)	$4,700	4,700	Yes
Student Group Therapy and SPED Services	$6,500	6,500	No
English Learner Coordinator	$5,000	5,000	Yes
Special Education Teacher	$30,000	30,000	No
Two Classified Staff members were made full-time to support students	$32,000	32,000	No
Digital Textbooks	$39,784	39,784	Yes
Hotspots for student connectivity	$7,222	7,222	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Online Summer School was offered during the month of July for all grades to mitigate the summer learning loss. Teachers started the beginning of August with Professional Development by admin, expert/lead teachers, and Home Office staff. During our weekly Staff Meetings and collaboration meetings with the different grade levels, Professional Development on Distance Learning strategies, attendance policies, PBIS strategies, and student engagement was continued. When school started, teachers enrolled all students in

Google Classroom and school staff passed out chromebooks and textbooks to all students, and hotspots where needed. They were also able to have digital versions through McGraw Hill. We monitored student attendance and engagement and all staff stepped up to call families of students who were not attending and/or engaged. Our SPED teachers and paraprofessionals continued support of the SPED students by entering Breakout Rooms and working with the students one on one. They continued annual IEP meetings on Zoom and included Powerpoint presentations so the parents had a visual on screen. EL students were supported by teachers during their designated ELD time and and EL standards were integrated in the lessons of all teachers TK-12th grade. Teachers continued to hold tutoring for their students as well as extra office hours for students to get help on assignments and projects. Saturday School was offered virtually for students to mitigate learning loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ASES program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	$32,000	32,000	Yes
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	$35,000	25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school. Budgeted: $35,000 Actual: $25,000

Description: Since summer enrichment program was offered virtually, food and other staffing was not needed to support the program which lowered the expenses needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With this new normal of Distance Learning, students had to adjust to being on the chromebooks all day, and we noticed this was something we had to help suppot. Teachers offered after-school tutoring and small group instruction on a daily basis for the different subjects. Teachers held daily office hours where students were also able to talk to their teachers about assignments, projects, etc. Teachers also had an asynchronous period of time after every live teaching session where they stayed and helped/retaught the students who needed it. Paraprofessionals also stayed to offer support to the SPED and EL students on a one-on-one basis. Teachers were able to use our additional learning platforms like Brainpop with more adherence because of this online platform. Additional

technology was purchased for the teachers to use at home. For the first 10 weeks of school, an SEL program was taught to all students, where they learned how to deal with their anxiety, depression, and stress.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the first ten weeks of school, an SEL program was taught to all students. Our students learned strategies on how to deal with anxiety and stress through Zones of Regulation. Every week the students had a new lesson, and this was very successful.
Our partnership with Mitchell Family Counseling offered counseling sessions to all students who needed extra SEL support. The SPED students were also given additional counseling sessions based on need. We also are offering a referral service called CareSolace, which is open to all of our stakeholders. This program offers a referral service to parents, students, and students who need mental health services. We have also conducted two SEL-based surveys to our parents and staff, which have given us valuable information to plan SEL activities and professional development. We also encourage teachers to attend outside of school Professional Development on SEL strategies and then ask that they report back to the staff on what they learn.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We utilize surveys with fidelity and use these results to fuel changes that need to be made. We have increased our pupil and family engagement and outreach through our H.O.W.L. newsletter, virtual assemblies, School Site Council and ELAC meetings, and multiple Town Hall meetings. It is through these ways that our pupils and families can connect, participate, and engage with staff and home office members to voice any opinions and concerns. Over the course of this year we have been fully transparent in our learning modalities. We have presented dates and options for our pupils and families to feel comfortable in transitions back onto campus for Hybrid Learning.
Our challenges have been participation from students in school-wide events and parents struggles of use of technology for our virtual events.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Magnolia Science Academy-5 was able to provide access to meals for our students at multiple locations during the pandemic and then to be able to provide breakfast, lunch and supper meals on campus to students once they returned to hybrid learning. This also included meals being given out on Friday for the weekend.
The challenge was to make sure that students who stayed in distance learning received the meals since they were not always comfortable to come to campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	SPED student support services/School psychologist	$27,000	27,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our implementing of in-person instruction and distance learning has strengthened our ability to reach students on multiple platforms. Incorporating more technology at the school by purchasing chromebooks and hotspots for students to take home, and interactive panels for teaching it has been made easier for students to access the curriculum at home or at school. We also utilized our core content curriculum and integrated more virtual supplemental materials that differentiate and support all learners.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we have continuing to offer Saturday School virtually and have tutoring opportunities and small group instruction during the week. We have increased the length of our hours during summer school and purchased additional supplemental curriculum supporting our core subject areas.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences have been the overall need for ways in supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have continued to offer a variety of ways stakeholders can stay in the know virtually.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

With what we learned from distance learning and with our now hybrid instruction we know how to find a balance of incorporating more technologies into the classroom and at home to better support the student. For example, the purchasing chromebooks and hotspots for students to have at home allows for more opportunities for interactive learning, which we have struggled with in the past. We can utilize our core content curriculum and integrated supplemental materials that differentiate and support all learners in-person or virtually. Our Distance Learning program has been made easier with the purchases of chromebooks and hotspots, and extra teaching devices like Viewsonic Interactive TVs, and online curriculum. To support the learning loss of students, we have plenty of interventions from after school to Saturday School opportunities. We have increased the length of our hours during summer school. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our virtual technologies to increase the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast, lunches, and supper to all students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov*.*

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o   Pupil Participation and Progress,

- o   Distance Learning Professional Development,

- o   Staff Roles and Responsibilities, and

- o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	20,000.00	0.00
	126,116.00	127,343.00
	0.00	358,916.00
	1,983,990.00	1,865,265.00
	86,000.00	39,795.00
	5,000.00	5,000.00
	80,250.00	47,812.00
	8,000.00	2,000.00
	36,278.00	24,950.00
	36,278.00	24,950.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types		
	25,000.00	20,400.00
	2,111,594.00	2,174,489.00
	99,500.00	91,908.00
	0.00	55,616.00
	39,000.00	73,814.00
	39,262.00	33,004.00
	31,278.00	21,850.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		20,000.00	0.00
		5,000.00	5,000.00
		0.00	5,000.00
		0.00	10,400.00
		117,343.00	118,835.00
		0.00	357,254.00
		1,825,501.00	1,623,730.00
		85,000.00	38,920.00
		5,000.00	0.00
		78,750.00	35,750.00
		99,500.00	91,908.00
		0.00	55,616.00
		0.00	1,662.00
		37,500.00	70,490.00
		1,500.00	1,662.00
		3,773.00	3,508.00
		21,489.00	23,521.00
		1,000.00	875.00
		8,000.00	2,000.00
		5,000.00	3,100.00
		31,278.00	21,850.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-5

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	377,705.00	350,966.00
Goal 2	1,639,392.00	1,838,542.00
Goal 3	328,537.00	281,573.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$71,800.00	$44,000.00
Distance Learning Program	$224,455.00	$217,206.00
Pupil Learning Loss	$67,000.00	$57,000.00
Additional Actions and Plan Requirements	$27,000.00	$27,000.00
All Expenditures in Learning Continuity and Attendance Plan	$390,255.00	$345,206.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$71,800.00	$44,000.00
Distance Learning Program	$68,500.00	$68,500.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$27,000.00	$27,000.00
All Expenditures in Learning Continuity and Attendance Plan	$167,300.00	$139,500.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$155,955.00	$148,706.00
Pupil Learning Loss	$67,000.00	$57,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$222,955.00	$205,706.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

MSA-5 currently has 290 students in grades 6-12 and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-5 serves faces economic challenges. MSA-5 has a diverse enrollment, including 87% Hispanic/Latino, 5% White, 5% Asian, and 2% Black or African American. Of our 290 students, 88% Socioeconomically Disadvantaged, 19% Special Education, and 27% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Areas that we are most proud of are the following:
- Suspension Rate is Green for all students and sub groups.
- All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic in ELA and Math increased significantly on the CA School Dashboard.
- CAASPP test results increased 12% in ELA and 19% in Math.

- Approval rating grew 8% with students.
- Overall satisfaction increased 9% with students.
- Actions that we will maintain is our power classes for Math and ELA and our designated English Learner Classes. We will also continue to provide PD in areas that support our students' demographics (differentiated instruction).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In both Math and ELA our Special Education population was low at 94.1 points below standard in Math and very low at 79.3 points below standard in ELA. Also we were categorized as low in in ELA & Math as a whole. Special Education students need more attention and more PD for teaching students with disabilities are needed. More math tutoring provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling sub groups.

Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized low or very low. MSA-5 is planning to continue to provide students a variety of supports such as after school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff at school. Also, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

Also, based upon our student survey results, topic 3 (safety), topic 5 (growth mindset) and topic 6 (self-efficacy) has shown the lowest percent favorable by students. We'll continue to have staff connect with their students and help students set goals beyond high school.

Chronic absenteeism rate still is over 10% and our ADA is meeting our 95% goal, but we would still like to improve on that as well.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:
- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students

- Improving the school's communication system, ParentSquare, to get messages to families
- Keeping the school site safe
- The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include, chronic absenteeism, in all subgroup have growth in English Language Arts and Math.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey.

The Charter School staff has also made over 100 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents:

Students:

Staff:

School Site Council (SSC):

ELAC:

SELPA:

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.0%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$16,750.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.		
2	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, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and	$226,110.00	No

Action #	Title	Description	Total Funds	Contributing
		depreciation. The following expenditures will be funded by federal Title funds: • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $5,000 • Chromebooks: Resource: Title IV, Part A; Amount: $5,000		
3	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 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, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$449,256.00	No

Action #	Title	Description	Total Funds	Contributing
4	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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$11,000.00	Yes
5	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, authorizer oversight fees, audit fees, bank	$542,698.00	No

Action #	Title	Description	Total Funds	Contributing
		fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 95%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 73%				2023-24: 80%

2021-22 Local Control Accountability Plan for Magnolia Science Academy-5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 73.9				2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: - All Students: 46.96% - English Learners: 6.12% - Socioeconomically Disadvantaged: 47.83% - Students with Disabilities: 17.39% - Homeless: 41.67% - Hispanic: 47.44%				2022-23: - All Students: 50.00% - English Learners: 12.00% - Socioeconomically Disadvantaged: 50.00% - Students with Disabilities: 2.200% - Homeless: 46.00% - Hispanic: 50.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) All Students: 11.5 points below standard				2022-23: (2023 Dashboard) All Students: 5.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- English Learners: 43.3 points below standard - Socioeconomically Disadvantaged: 13.1 points below standard - Students with Disabilities: 72.7points below standard - Homeless: 23.7 points below standard - Hispanic: 13.1 points below standard				- English Learners: 37.0 points below standard - Socioeconomically Disadvantaged: 7.0 points below standard - Students with Disabilities: 66.0 points below standard - Homeless: 17.0 points below standard - Hispanic: 7.0 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: 64.8% - English Learners: 68.8% - Socioeconomically Disadvantaged: 68.2%				2022-23: - All Students: 70.0% - English Learners: 71.0% - Socioeconomically Disadvantaged: 71.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 55.2% • Hispanic: 64.4% • White: 90.9%				• Students with Disabilities: 65.0% • Hispanic: 70.0% • White: 93.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 38.67% • English Learners: 10.02% • Socioeconomically Disadvantaged: 38.51% • Students with Disabilities: 30.44% • Homeless: 41.67% • Hispanic: 37.82%				2022-23: • All Students: 41.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 41.00% • Students with Disabilities: 33.00% • Homeless: 43.00% • Hispanic: 41.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 17.9 points below standard • English Learners: 43.5 points				2022-23: (2023 Dashboard) • All Students: 11.0 points below standard • English Learners: 37.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard • Socioeconomically Disadvantaged: 18.6 points below standard • Students with Disabilities: 58.0 points below standard • Homeless: 26.2 points below standard • Hispanic: 21.6 points below standard				below standard • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 50.0 points below standard • Homeless: 20.0 points below standard • Hispanic: 15.0 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: 73.7% • English Learners: 72.7% • Socioeconomically Disadvantaged: 74.0% • Students with Disabilities: 75.0%				2022-23: • All Students: 75.0% • English Learners: 75.0% • Socioeconomically Disadvantaged: 75.0% • Students with Disabilities: 60.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 73.9% • White: 81.8%				• Hispanic: 75.0% • White: 85.0%
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: (2019 Dashboard) 56.3%				2022-23: (2023 Dashboard) 57.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 4.1%				2023-24: 13.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 11.54% • English Learners: 0.00% • Students with Disabilities: 11.63% • Hispanic: 9.30%				2022-23: • All Students: 16.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 16.00% • Hispanic: 16.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A	$902,185.00	No
2	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	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $5,000		
3	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.)	$404,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $50,000		
4	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	$99,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • EL Coordinator stipend: Resource: Title I, Part A; Amount: $5,000		
5	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	$123,565.00	No

Action #	Title	Description	Total Funds	Contributing
		intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: N/A				2021-22: 70.00%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 63.63%				2021-22: 68.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 54.54%				2021-22: 60.00%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 67.9%				2022-23: 70.0%
Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2019-20: 100.0%				2022-23: 60.0%
Percentage of seniors 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)	2020-21: (As of 5/16/21) 8.7%				2023-24: 30.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100.0%				2022-23: 95.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 34.8%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 39.1%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 34.8%				2023-24: 50.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 78.0%				2023-24: 95.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 39.0%				2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	N/A				Class of 2021: 50.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%				2023-24: 10%
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)	2020-21: (As of 4/16/21) 100%				2023-24: 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)	2020-21: (As of 4/16/21) 86%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. 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 federal Title funds: N/A	$106,715.00	Yes
2	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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: supplemental science program fees. The following expenditures will be funded by federal Title funds: N/A		
3	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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • MyON Digital Library: Resource: Title I, Part A; Amount: $13,000	$93,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	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 federal Title funds: N/A	$110,716.00	Yes
5	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,	$44,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

2021-22 Local Control Accountability Plan for Magnolia Science Academy-5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	3				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 5				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 11.4%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.83%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.5%				2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 0.0%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 98.3% Families: 96.8% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 93%				2023-24: Students: 75% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 83%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: N/A		Yes
2	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	$180,796.00	Yes

2021-22 Local Control Accountability Plan for Magnolia Science Academy-5

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Stipends for home visits: Resource: Title I, Part A; Amount: $15,000 • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $5,000 • Parent activity/event expenses: Resource: Title I, Part A; Amount: $1,000		
3	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	$398,027.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for immigrant students: Resource: Title III, Part A - Immigrant; Amount: $2,513 • Additional materials/services for homeless students: Resource: Title I, Part A - Amount: $1,000		

Action #	Title	Description	Total Funds	Contributing
4	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 federal Title funds: • Panorama Education survey fees: Resource: Title I, Part A; Amount: $784	$1,164.00	Yes
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.	$18,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals

Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction

Professional development will occur at the MPS organizational level and within the school. 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

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professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. Unduplicated students will receive improved services through

our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,135,489.00	$159,177.00		$460,577.00	$3,755,243.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,350,064.00	$1,405,179.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$16,750.00				$16,750.00
1	2	All	Instructional materials and technology	$162,110.00	$30,000.00		$34,000.00	$226,110.00
1	3	All	Clean and safe facilities that support learning	$444,256.00			$5,000.00	$449,256.00
1	4	Low Income	Healthy and nutritious meals	$11,000.00				$11,000.00
1	5	All	Well-orchestrated Home Office support services	$542,698.00				$542,698.00
2	1	All	Broad course of study and standards-based curriculum	$863,322.00	$38,863.00			$902,185.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$9,000.00			$16,000.00	$25,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$240,913.00	$29,600.00		$134,256.00	$404,769.00
2	4	English Learners	Designated and integrated ELD programs	$99,932.00				$99,932.00
2	5	Students with Disabilities	Support for students with disabilities		$26,614.00		$96,951.00	$123,565.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities				$106,715.00	$106,715.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	$92,960.00	$600.00			$93,560.00
3	4	Low Income	Physical education, activity, and fitness	$110,716.00				$110,716.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$12,500.00	$32,000.00			$44,500.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$115,541.00	$1,500.00		$63,755.00	$180,796.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$394,127.00			$3,900.00	$398,027.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$1,164.00				$1,164.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$18,500.00				$18,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,106,353.00	$1,494,679.00
LEA-wide Total:	$1,106,353.00	$1,494,679.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$11,000.00	$11,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	$25,000.00
2	3	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,913.00	$404,769.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	$99,932.00	$99,932.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		$106,715.00
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,960.00	$93,560.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$110,716.00	$110,716.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	$44,500.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,541.00	$180,796.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$394,127.00	$398,027.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,164.00	$1,164.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,500.00	$18,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

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- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi Principal	jterzi@magnoliapublicschools.org (310) 842-8555

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 100%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-6

Expected	Actual
90% **Baseline** 90%	
Metric/Indicator Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 1 percentage points up from the prior year Students with Disabilities: 1 percentage points up from the prior year Hispanic: 1 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 43% English Learners: 5% Socioeconomically Disadvantaged: 41% Students with Disabilities: 14%	2018-19: ** All Students: 46.26% English Learners: 12.51% Socioeconomically Disadvantaged: 44.96% Students with Disabilities: 9.68% African American: 50.00% Hispanic: 44.21%

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Magnolia Science Academy-6

Expected	Actual
Hispanic: 44%	
Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 1 points up from the prior year English Learners: 1 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 16.2 points below standard English Learners: 45 points below standard Socioeconomically Disadvantaged: 19.1 points below standard Students with Disabilities: 71.8 points below standard Hispanic: 16.2 points below standard	2018-19: ** All Students: 16.3 points below standard English Learners: 48.3 points below standard Socioeconomically Disadvantaged: 19.7 points below standard Students with Disabilities: 97.8 points below standard African American: 7.1 points below standard Hispanic: 21.4 points below standard

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Expected	Actual
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 48% English Learners: 39% Socioeconomically Disadvantaged: 46% Students with Disabilities: 64% Hispanic: 40%	2018-19:** All Students: 59.4% English Learners: 48.2% Socioeconomically Disadvantaged: 56.4% Students with Disabilities: 55.6% African American: 57.1% Hispanic: 58.7%

Expected	Actual
Metric/Indicator Percentage of students performing proficient on the CAASPP-Mathematics assessments(Gra des 3-8): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 1 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 25% English Learners: 5% Socioeconomically Disadvantaged: 25% Students with Disabilities: 12% Hispanic: 25%	2018-19 : ** All Students: 38.36% English Learners: 12.51% Socioeconomically Disadvantaged: 38.28% Students with Disabilities: 12.9% African American: 35.71% Hispanic: 36.50%

Expected	Actual
Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 75.3 points below standard English Learners: 104.8 points below standard Socioeconomically Disadvantaged: 76.4 points below standard Students with Disabilities: 116.3 points below standard Hispanic: 76.6 points below standard	2018-19: ** All Students: 35.9 points below standard English Learners: 61.1 points below standard Socioeconomically Disadvantaged: 39.4 points below standard Students with Disabilities: 98.5 points below standard African American: 35.0 points below standard Hispanic: 41.6 points below standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2018-19: ** All Students: 50.4% English Learners: 48.3%

Expected	Actual
19-20 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 40% English Learners: 40% Socioeconomically Disadvantaged: 40% Students with Disabilities: 40% Hispanic: 40%	Socioeconomically Disadvantaged: 46.5% Students with Disabilities: 48.2% African American: 58.3% Hispanic: 40.0% White: 75.0%
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** Maintain	2018-2019: ** 44.8%

Expected	Actual
Baseline 91%	
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 1 percentage point up from the prior year **Baseline** 64%	2018-2019: ** 4 students 12.5%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 1 percentage point up from the prior year **Baseline** 80%	2019-2020:** 97%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	$7,000 BTSA expenses (Title II) 5000-5999: Services And Other Operating Expenditures Title II $7,000
	
	$5,000 (5000)(Base); $3,000 EL authorization expenses (CLAD) (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $8,000
		$4,000 BTSA expenses (Title II) 5000-5999: Services And Other Operating Expenditures Title II $4,000
		
		$0 EL authorization expenses (CLAD) (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 0

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$20,000 Books (4000)(Base) 4000-4999: Books And Supplies LCFF Base $25,000
	
	$5,000 Instructional materials (5000)(Lottery) 4000-4999: Books And Supplies Lottery $5,000
		$35,000 Books (4000)(Base) 4000-4999: Books And Supplies LCFF Base 35,000
		
		$4,000 Instructional materials (5000)(Lottery) 4000-4999: Books And Supplies Lottery $4,000

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$2,500 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $2,500	$1,250 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $1,250

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	$1,000 Professional Development (5000)(Base); $664 TeachBoost fees (5000)(Base). 5000-5999: Services And Other Operating Expenditures LCFF Base $1,664	$915 Professional Development (5000)(Base), $840 TeachBoost fees (5000)(Base). 5000-5999: Services And Other Operating Expenditures LCFF Base $1,755

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

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.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools
	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits Supplemental and Concentration $5,000	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C) 1000-3000: Salary and Benefits Supplemental and Concentration $5,000

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content	$1,000 Professional Development on ELD strategies and substitute services for PD days (5000)(S&C) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,000	$0 Professional Development on ELD strategies and substitute services for PD days (5000)(S&C) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools		
During the day, Charter School will provide additional supports and interventions to all students, including ELs. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	$22,000 Teacher aide salary (5000)(Base) and $6,600 Benefits (3000) (Base) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $28,600 $6,600 Benefits (3000) (Base) 3000-3999: Employee Benefits LCFF Supplemental and Concentration $6,600	23,997 Teacher aide salary (5000)(Base) and 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $23,997 $7,200 Benefits (3000) (Base) 3000-3999: Employee Benefits LCFF Supplemental and Concentration $7,200
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$19,000 After school teacher stipends (1000)(Title I) and $3,750 Benefits (3000) (Title I) 1000-3000: Salary and Benefits Title I $22,750	$14,740 After school teacher stipends (1000)(Title I) and $3,685 Benefits (3000) (Title I)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		1000-3000: Salary and Benefits Title I $18,425
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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$85,512 Dean of academics salary (1000)(Base); $21,378 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $106,890 $2,145 Illuminate SIS &DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,145 $2,063 NWEA (MAP testing fees) (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $2063	$85,512 Dean of academics salary (1000)(Base); $21,378 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $106,890 $1,651 Illuminate SIS &DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,651 $1,675 NWEA (MAP testing fees) (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I $1,675

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1, Action 1: BTSA - Budgeted was $7000 and the Actual was $4000. We had budgeted more money in case of hiring a first year teacher without a cleared credential, but the new teacher we hired had a clear credential so we only ended up supporting one teacher with finishing her BTSA program; EL Authorization - in case of hiring an outside of State teacher who would need EL authorization, we budgeted this expense but the new teacher had her EL.

Goal 1, Action 2: Textbooks - Budgeted was $5000 and the Actual was $4000. We adopted State's Next Generation Science Standards (NGSS) and purchased McGraw Hill's CA Inspire science books. Due to our agreement with McGraw Hill, we purchased next year's books and paid next year's books too; Instructional materials - Due to school closures in mid March, we couldn't spend some of the money for the materials.

Goal 1, Action 3: Janitorial Supplies - Budgeted was $2500 and the Actual was $1250. We didn't spend all money due to school closure caused by COVID-19.

Goal 1, Action 4: TeachBoost fees - Budgeted was $1664 and the Actual was $1755. Our evaluation program's Teachboost fee increased little bit this year.

Goal 1, Action 6: Budgeted was $1000 and the Actual was $0. Professional Development on ELD Strategies - The scheduled PDs were cancelled due to closures caused by COVID-19

Goal 1, Action 7: Budgeted was $6600 and the Actual was $7200 Teacher aide salary - We hired a full time hourly teacher aide in order to support all students. That caused little increase for her benefits. However, due to her personal hours and school closures she had less hours and we didn't finish the
budgeted amount.

Goal 1, Action 8: Budgeted was $22750 and the Actual was $18425. After school teacher stipends - We spent less money for after-school due to school closure caused by COVID-19.

Goal 1, Action 9: Illuminate SIS &DnA and NWEA (MAP testing fees) - We spent less money due to having less students for these services.

A description of the successes and challenges in implementing the actions/services to achieve the 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 do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional support and intervention to all students, including ELs, during the school day, after school hours, and during Saturday School; we provide our ELs with designated and integrated EL instruction. We also provide ELD class for ELs on a daily basis. Students attended field trips and participated in school events that promoted college and career readiness such as CA science center field trip, school-wide science fair, etc.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: ** 1.5%

Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 5% **Baseline** 5%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 100% **Baseline** 100%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	$436,948 Teacher salaries (1000)(Base); $74,935 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base $511,883	$375,622 Teacher salaries (1000)(Base); $240,199 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $615,821

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	$13,366 Online programs (4000)(Base) 4000-4999: Books And Supplies LCFF Base $13,366 $10,000 Field trip expenses (5000)(Donations) 5000-5999: Services And Other Operating Expenditures Base; Donations $10,000	$12,437 Online programs (4000)(Base) 4000-4999: Books And Supplies Concentration $12,437 $5,053 Field trip expenses (5000)(Donations) 5000-5999: Services And Other Operating Expenditures Base; Donations $5,053
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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$95,736 1 Principal (1000)(Base); $23,934 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $119,670	$95,736 1 Principal (1000)(Base); $23,934 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base $119,670
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$55,792 1 Accelerated/Advanced Math teacher salary (1000)(Base) and $13,948 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1 1000-3000: Salary and Benefits LCFF Supplemental and Concentration $69,740	$55,792 1 Accelerated/Advanced Math teacher salary (1000)(Base) and $13,948 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $69,740
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	$63,773 1 Computer/Technology teacher salary ($51,018) and benefits ($12,755) (1000)(3000)(Base) [Duplicated	Computer/Technology teacher salary ($51,018) and benefits ($12,755) 1000-3000: Salary and Benefits LCFF Base $63,773

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Expense: See Goal 2: Action 1];
	
	1000-3000: Salary and Benefits LCFF Base $93,073
	
	$5,000 Computers (5000) (Base); $24,300 Technology expenses (5000)(Base) 6000-6999: Capital Outlay LCFF Base $29,300
		$10,000 Smart TV, $9,542 Technology expenses 6000-6999: Capital Outlay LCFF Base $19,542

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	$3,000 Science materials and STEAM Expo
	$2,000 (4000)(Base)
	4000-4999: Books And Supplies LCFF Base $5,000
		$550 Science materials 4000-4999: Books And Supplies LCFF Base $550

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2, Action 1: We budgeted $511883 and the actual was $615821. Teacher salaries and benefits - We spent more money for the salaries and benefits due to salary increases of staff. We also hired a veteran teacher whose salary was little higher than others;

Online programs - We budgeted $13366 and the actual was $12437. We spent less money because we had less students this year;

Field Trips - We budgeted $10000 and the actual was $5053. less money was spent due to school closure caused by COVID-19.

Goal 2, Action 4: We budgeted $93073 and the actual was $63773. Computer/Technology teacher salary and benefits - Computer class taught by a beginning teacher and we spent less money for her salary and benefits;

Computers and Technology expenses - We budgeted $29300 and the actual was $19542. Due to having less students this year, we didn't have to purchase many Chromebooks and spent less money.

Goal 2, Action 5: We budgeted $5000 and the actual was $550. We couldn't use the budgeted money for STEAM Expo project supplies and materials due to the school closure caused by COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of ELAC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of PTF meetings per year **19-20** 8 **Baseline** 8	2019-20: 8

Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 5 **Baseline** 5	2019-20: 5
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been home-visited by the teachers per year **19-20** 25% **Baseline** 20%	2019-20:** 25%
Metric/Indicator ADA rate **19-20** 97% **Baseline**	2019-20: ** 95.76%

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate **19-20** 5% **Baseline** 4%	2019-20:** 11.3%
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: ** 0%
Metric/Indicator Student suspension rate **19-20** 0% **Baseline** 0%	2019-20: ** 0%
Metric/Indicator Student expulsion rate **19-20** 0% **Baseline** 0%	2019-20: ** 0%
Metric/Indicator School experience survey participation rates **19-20** Students: 98%	2019-20 ** Students: 95% Families: 90% Staff: 100%

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Expected	Actual
Families: 70% Staff: 95% **Baseline** Students: 98% Families: 65% Staff: 95%	
Metric/Indicator School experience survey average approval rates **19-20** Students: 70% Families: 95% Staff: 90% **Baseline** Students: 75% Families: 95% Staff: 90%	2019-20:** Students: 68% Families: 99% Staff: 95%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$2,000 Parent meeting expenses (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I $2,000 $2,000 Parent meeting expenses (2000)(Title I) 1000-1999: Certificated Personnel Salaries Title I $2,000	$2,092 Parent meeting expenses (4000)(Title I) 1000-1999: Certificated Personnel Salaries Title I $2092 $1120 Parent meeting expenses (4000)(Title I) 1000-1999: Certificated Personnel Salaries Title I $1120
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$1,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies Base; Donations $1,000	$73 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies Base; Donations $73
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	$1,000 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $1,000	$780 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $780

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	$4,000 Home visit compensation (1000)(Title I) $1,000 Benefits (3000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I $5,000	$5650 Home visit compensation (1000)(Title I) $1,000 Benefits (3000)(Title I) [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I $6650

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.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	$7,000 School counselors by CSUN (5000)(Title I); $34,000 Business-Etiquette Program ($15851)(5000)(Title I) ($6,853)(Base) ($11296)(Title IV) 5000-5999: Services And Other Operating Expenditures S & C; Title I $41,000	$3,825 School counselors by CSUN (5000)(Title I); $34,000 Business-Etiquette Program ($15851)(5000)(Title I) ($6,853)(Base) ($11296)(Title IV) 5000-5999: Services And Other Operating Expenditures S & C; Title I $37,825

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$86,384 1 Office Manager and 1 Office Clerk salaries (2000)(Base); 2000-2999:	$63,951 1 Office Manager and 1 Office Clerk salaries (2000)(Base)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	Classified Personnel Salaries LCFF Base $86,384 $25,915 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base $25,915	2000-2999: Classified Personnel Salaries LCFF Base $63,951 $19,185 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base $19,185
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$86,000 1 Dean of Students (1000)(Base); $22,000 Benefits (3000)(Base) Duplicated Goal 1 Action 9 1000-3000: Salary and Benefits LCFF Base $108,000	$86,000 1 Dean of Students (1000)(Base); $22,000 Benefits (3000)(Base) Duplicated Goal 1 Action 9 1000-3000: Salary and Benefits LCFF Base $108,000
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	$1,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $1,000	$0 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools		

Charter School will annually administer school experience surveys to students, parents, and staff.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	$563 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $563	$578 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base $578

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3, Action 1: Parent meeting expenses - We budgeted $2000 and spent $1120. We have differences between Budgeted and Estimated Actual Expenditures due to the pandemic and shifting from in-person meetings to online meetings.

Goal 3, Action 2: Parent activities/events expenses - We budgeted $1000 and spent $73. We had to cancel some parent activities due to COVID-19.

Goal 3, Action 3: ParentSquare - We budgeted $1000 and spent $780. We only have minor differences between Budgeted and Estimated Actual Expenditures.

Goal 3, Action 4: Home visit compensation and benefits - We budgeted $5000 and spent $6650.We spent more money because we had to do more home visits. Some students were not engaging during school closure and our staff visited them to check in.

Goal 3, Action 5: School counselors by CSUN - We budgeted $41000 and spent $37825. After school closures, we couldn't work with CSUN counselors and spent less money for this service.

Goal 3, Action 6: Office Manager and Office Clerk salaries - We budgeted $25915 and spent $19185.Our office clerk was working hourly and she couldn't work with her regular hours during school closure.

Goal 3, Action 8: PD on PBIS, restorative practices, classroom management - We budgeted $1000 and spent $0. PD's were scheduled for Spring semester but due to COVID-19, all PD's were cancelled

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	$50,000	23,000	No
Deep Cleaning and Disinfecting of Campus	$5,000	5,000	No
Purchase of necessary Personal Protective Equipment for students and staff	$12,000	12,000	No
Hiring of additional SPED teacher and SPED Aide to support learning loss for our students with learning disabilities	$95,000	95,000	Yes
Hiring of a Teacher Aide to support English Learners in their ELD class	$20,000	15,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

1. We budgeted 50,000 but only spent 23,000. Due to the number of cases and the school closure, we did not have access to the school site and the nurse could not work.
5. We budgeted 20,000 but only spend 15,000. We were unable to find another ELD teacher aide to help assist in the ELD classes.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the first semester, the vendor who provided a CNA was having a hard time filling the position. We finally found a stable CNA at our school around the end of the 1st semester and is currently still working with us.
Finding another ELD teacher aide has been difficult to find and therefore we were left with having one teacher aide instead of two and having another teacher who was able to help out.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 120 additional Chromebooks	$34,000	34,000	Yes
Online learning programs for effective remote Math and ELA instruction: BrainPop, myON reading program, NextGen Math and IXL.com	$20,000	20,000	Yes
Staff PD related to distance learning and technology integrated instruction	$5,000	4,559	Yes
20 WiFi Hotspots to ensure connectivity for all students	$4400	3,810	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There are no substantive differences for any of the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

During Distance Learning, we needed to make sure that we had enough chromebooks for the remaining part of the year and for next year. Students were often coming back with broken chromebooks.
Because of Distance Learning, we needed to have a lot of educational software that is digital.
We needed to make sure that we have some sort of PD (KAGAN) to help us with the new software and technology.
Hotspots were also purchased to help students who did not have wifi at home or who needed more bandwidth.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday School program to support students with learning loss and intervention	$20,000	15,000	Yes
NWEA MAP Online Assessment Program to monitor student's progress in ELA and Math	$2,000	1,848	Yes
Summer School Program was provided virtually in July 2020 to provide additional academic support to close students' curriculum gaps	$12,000	12,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1. We budgeted 20,000 but only spend 15,000. We were unable to have enough Saturday school sessions and we did not have enough teachers for each Saturday school.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Everything was pretty close to budget except for Saturday school. Although we did do a lot of Saturday school sessions, we could have done more by starting earlier in the school year. Another factor to this was the teacher participation on Saturdays. A lot of teachers were fatigued throughout the week and needed to rest during the weekend.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

This year, 2020-2021, we were able to implement a book that talks about SEL. This book, The Zones of Regulation, was taught by our PE teacher, who changed his PE classes to Health and Wellness. The students met twice a week with the Health and Wellness coach which gave students a chance to express how they were doing this school year and for the teacher to gauge how the school is doing.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

This year we had to do a lot of Zoom meetings to engage and outreach our community. We were able to do all of the Coffee with the Principal meetings, ELAC meetings, SSC meetings, and other meetings that the school wanted the parents to be a part of.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

This year we were able to work continuously throughout the pandemic with our food vendor, Better 4 you meals. We were able to serve the students and families on Tuesdays and Thursdays. If, this were to happen again, we would like for our families to have food 5 days a week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	$700	700	Yes
Mental Health and Social and Emotional Well-Being	Participation in PD's to support SEL and development, including LACOE's PBIS Program 2020-21	$2,500	0	Yes
Mental Health and Social and Emotional Well-Being	Counseling for students & families through CSUN Mitchell Family Clinic	$6,000	6,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Reimbursement for Essential employees for internet and phone usage during distance and hybrid learning	$3,000	2,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Action 2: We budgeted $2,500 but spend $0. We were unable to do the PBIS program due to the pandemic.

Action 4: We budgeted $3000 but spend $2000. We are reimbursing our staff for their internet and phone use during the pandemic. We had a staff member leave in the middle of the first semester, which may have affected the actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Considering all of our answers, how did we do with implementing dl programs and in-person programs...

We are happy that we were able to change our lesson plans so that they would be more engaging for our students on zoom. We were able to utilize different resources to help with the engagement like PearDeck, quizziz/kahoot...etc. We were all able to understand our digital curriculum and able to implement it with a deeper level of understanding.

We found out that Zoom fatigue is real. It took a toll on all of our health in some manner. We are happy to see the students come back to school, in-person, for hybrid instruction, but this also brought challenges as well. Teachers are now adapting to teaching simultaneously online and for in-person students. However, they are adapting pretty well.

The breaks in between the classes were set for 10 minutes. However, this seems very short since we all have a fun time playing games with one another, since we have not been able to do that since the beginning of the pandemic.

Block schedules were implemented this year for our school year. This is different from our regular 50 minute classes that we did in the past. We hope that we are able to learn from this and create a new and improved schedule for the upcoming school years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss will be assessed with our MAP testing (at the beginning and at the end of the school year) and any other formative assessments that the teachers will give throughout the year. We plan on keeping our tutoring sessions, which are after-school, and our Saturday school sessions, that we plan to do earlier and end later in the school year. In addition, we are also trying to provide summer school to close the gap for any learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

PUPIL LEARNING LOSS
Action 1. We budgeted 20,000 but only spend 15,000. We were unable to have enough Saturday school sessions and we did not have enough teachers for each Saturday school.

IN-PERSON LEARNING INSTRUCTIONAL OFFERINGS
Action 5. We budgeted 20,000 but only spend 15,000. We were unable to find another ELD teacher aide to help assist in the ELD classes.

ADDITIONAL ACTIONS
Action 2: Professional Development: We budgeted $2,500 but spend $0. We were unable to do the PBIS program due to the pandemic.

Action 4: Reimbursement for Internet and phone usage: We budgeted $3000 but spend $2000. We are reimbursing our staff for their internet and phone use during the pandemic. We had a staff member leave in the middle of the first semester, which may have affected the actual expenditures.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

2020-2021 Description and Analysis:
We are happy that we were able to change our lesson plans so that they would be more engaging for our students on zoom. We were able to utilize different resources to help with the engagement like PearDeck, quizziz/kahoot...etc. We were all able to understand our digital curriculum and able to implement it with a deeper level of understanding.

We found out that Zoom fatigue is real. It took a toll on all of our health in some manner. We are happy to see the students come back to school, in-person, for hybrid instruction, but this also brought challenges as well. Teachers are now adapting to teaching simultaneously online and for in-person students. However, they are adapting pretty well.

The breaks in between the classes were set for 10 minutes. However, this seems very short since we all have a fun time playing games with one another, since we have not been able to do that since the beginning of the pandemic.

Block schedules were implemented this year for our school year. This is different from our regular 50 minute classes that we did in the past. We hope that we are able to learn from this and create a new and improved schedule for the upcoming school years.

2019-2020 Description and Analysis:
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 do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional support and intervention to all students, including ELs, during the school day, after school hours, and during Saturday School; we provide our ELs with designated and integrated EL instruction. We also provide ELD class for ELs on a daily basis. Students attended field trips and participated in school events that promoted college and career readiness such as CA science center field trip, school-wide science fair, etc.

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

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to

hold events that promote parental participation as well as parent training activities such as Parent College. We will continue to use positive reinforcement, recognize positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o   Pupil Participation and Progress,

- o   Distance Learning Professional Development,

- o   Staff Roles and Responsibilities, and

- o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	11,000.00	5,126.00
	0.00	12,437.00
	1,032,318.00	1,049,075.00
	213,975.00	210,258.00
	5,000.00	4,000.00
	41,000.00	37,825.00
	6,000.00	5,000.00
	33,813.00	29,962.00
	7,000.00	4,000.00
	7,000.00	4,000.00
	7,000.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	4,000.00	72,952.00
	1,042,006.00	1,044,229.00
	114,984.00	87,948.00
	32,515.00	26,385.00
	49,366.00	52,060.00
	77,935.00	54,567.00
	29,300.00	19,542.00
	29,300.00	19,542.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		0.00	69,740.00
		4,000.00	3,212.00
		832,626.00	907,264.00
		176,630.00	106,890.00
		5,000.00	5,000.00
		27,750.00	25,075.00
		86,384.00	63,951.00
		28,600.00	23,997.00
		25,915.00	19,185.00
		6,600.00	7,200.00
		1,000.00	73.00
		0.00	12,437.00
		43,366.00	35,550.00
		5,000.00	4,000.00
		10,000.00	5,053.00
		14,727.00	3,583.00
		2,145.00	2,431.00
		41,000.00	37,825.00
		1,000.00	0.00
		2,063.00	1,675.00
		7,000.00	4,000.00
		29,300.00	19,542.00
		29,300.00	19,542.00
		7,000.00	4,000.00
		29,300.00	19,542.00
		29,300.00	19,542.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	224,212.00	210,843.00
Goal 2	852,032.00	906,586.00
Goal 3	273,862.00	240,254.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$182,000.00	$150,000.00
Distance Learning Program	$63,400.00	$62,369.00
Pupil Learning Loss	$34,000.00	$28,848.00
Additional Actions and Plan Requirements	$12,200.00	$8,700.00
All Expenditures in Learning Continuity and Attendance Plan	$291,600.00	$249,917.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$67,000.00	$40,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$67,000.00	$40,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$115,000.00	$110,000.00
Distance Learning Program	$63,400.00	$62,369.00
Pupil Learning Loss	$34,000.00	$28,848.00
Additional Actions and Plan Requirements	$12,200.00	$8,700.00
All Expenditures in Learning Continuity and Attendance Plan	$224,600.00	$209,917.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi Principal	jterzi@magnoliapublicschools.org (310) 842-8555

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 160 students in grades 6-8, and mainly draws enrollment from Palms, CA and neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, after-school programs, and school-to-university links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SBAC scores of 2017-2018 shows an increase in ELA (5% increase) and math (14% increase)
- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.

- Intervention programs were effective in providing academic supports to specific groups of students.
- Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.
- Increased availabilities of counselors and therapists to support students.
- Teacher-led meetings to provide feedback and sharing best practices.
- Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Addressing students who are failing much earlier in the semester and find ways to engage these students.
- Lack of data on incoming students' prior knowledge.
- Lack of foundational skills from incoming students.
- Lack of attendance for homeless student population
- Alarming data – 38.4 points below standard in math, 3.4 points below standard in English (before SBAC 2019).
- Areas that need close attention:

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.
b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.
- PD – More PDs on NGSS for science. More PDs on promoting positive behaviors, bullying prevention, and positive school environment that provide Do's and Don'ts in a step-by-step manner.
- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for ELL.

a. Examples: Quizlets, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include:
- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Addressing students who are failing much earlier in the semester and find ways to engage these students.

Areas that need close attention:
a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.
- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for English language learners.
- Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support which includes one-on-one teacher support in co-teaching classrooms; small group instruction; ELD instructional strategies.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include eight PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including 5 Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 40 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents:

Students:

Staff:

School Site Council (SSC):

ELAC:

SELPA:

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 86%				2023-24: (Spring 2023 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%				2023-24: 97%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$10,300.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: • Teacher credentialing expenses: Resource: Title II, Part A; Amount: $XX,XXX • Performance pay: Resource: Title II, Part A; Amount: $XX,XXX • Sign-in bonus: Resource: Title II, Part A; Amount: $XX,XXX		
2	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:	$82,792.00	No

Action #	Title	Description	Total Funds	Contributing
		textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: - Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $XX,XXX - Chromebooks: Resource: Title IV, Part A; Amount: $XX,XXX - Other supplemental technology expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
3	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 after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial	$295,000.00	

Action #	Title	Description	Total Funds	Contributing
		supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
4	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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$9,000.00	Yes
5	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	$70,748.00	No

Action #	Title	Description	Total Funds	Contributing
		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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 90%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 74%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 80%				2023-24: 80%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 65.1				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 46.26% • English Learners: 12.51% • Socioeconomically Disadvantaged: 44.96% • Students with Disabilities: 9.68% • African American: 50% • Hispanic: 44.21%				2022-23: • All Students: 50.00% • English Learners: 17.00% • Socioeconomically Disadvantaged: 50.00% • Students with Disabilities: 15.00% • African American: 51.00% • Hispanic: 48.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) • All Students: 16.3 points below standard				2022-23: (2023 Dashboard) • All Students: 9.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	- English Learners: 48.3 points below standard - Socioeconomically Disadvantaged: 19.7 points below standard - Students with Disabilities: 97.8 points below standard - African American: 7.1 points below standard - Hispanic: 21.4 points below standard				- English Learners: 41.0 points below standard - Socioeconomically Disadvantaged: 12.0 points below standard - Students with Disabilities: 80.0 points below standard - African American: 1.0 points below standard - Hispanic: 13.0 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: 59.4% - English Learners: 48.2% - Socioeconomically Disadvantaged: 56.4%				2022-23: - All Students: 65% - English Learners: 55% - Socioeconomically Disadvantaged: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 55.6% • African American: 57.1% • Hispanic: 58.7%				• Students with Disabilities: 60% • African American: 65% • Hispanic: 65%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 38.36% • English Learners: 12.51% • Socioeconomically Disadvantaged: 38.28% • Students with Disabilities: 12.90% • African American: 35.71% • Hispanic: 36.50%				2022-23: • All Students: 41.00% • English Learners: 17.00% • Socioeconomically Disadvantaged: 41.00% • Students with Disabilities: 17.00% • African American: 41.00% • Hispanic: 41.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard	2018-19: (2019 Dashboard) • All Students: 35.9 points below standard				2022-23: (2023 Dashboard) • All Students: 29.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	- English Learners: 61.1 points below standard - Socioeconomically Disadvantaged: 39.4 points below standard - Students with Disabilities: 98.5 points below standard - African American: 35.0 points below standard - Hispanic: 41.6 points below standard				- English Learners: 54.0 points below standard - Socioeconomically Disadvantaged: 32.0 points below standard - Students with Disabilities: 88.0 points below standard - African American: 28.0 points below standard - Hispanic: 33.0 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: 50.4% - English Learners: 48.3% - Socioeconomically Disadvantaged: 46.5%				2022-23: - All Students: 60.0% - English Learners: 60.0% - Socioeconomically Disadvantaged: 60.0%

2021-22 Local Control Accountability Plan for Magnolia Science Academy-6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 48.2% • African American: 58.3% • Hispanic: 47.9% • White: 75.0%				• Students with Disabilities: 60.0% • African American: 60.0% • Hispanic: 60.0% • White: 75.0%
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: (2019 Dashboard) 44.8%				2022-23: (2023 Dashboard) 47.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.1%				2023-24: 15.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2018-19: • All Students: 10.35% • Socioeconomically Disadvantaged: 4.35%				2022-23: • All Students: 16.00% • Socioeconomically Disadvantaged: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic: 4.26%				• Hispanic: 10.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A	$467,129.00	No
2	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	$21,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • Instructional coach salary and benefits: Resource: Title II, Part A; Amount: $XX,XXX • Professional development expenses: Resource: Title II, Part A; Amount: $XX,XXX • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $XX,XXX • TeachBoost software fees: Resource: Title II, Part A; Amount: $XX,XXX		
3	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	$273,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Teacher stipends for after-school: Resource: Title I, Part A; Amount: $XX,XXX • Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: $XX,XXX		

Action #	Title	Description	Total Funds	Contributing
		- Teacher stipends for summer school: Resource: Title I, Part A; Amount: $XX,XXX - NWEA MAP testing fees: Resource: Title I, Part A; Amount: $XX,XXX - Illuminate DnA fees: Resource: Title I, Part A; Amount: $XX,XXX - Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $XX,XXX		
4	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	$94,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • EL Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Rosetta Stone program fees: Resource: Title I, Part A; Amount: $XX,XXX		
5	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.	$163,593.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 2%				2023-24: 10%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
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)	2020-21: (As of 4/16/21) 95%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: • College-related materials and activities: Resource: Title IV, Part A; Amount: $XX,XXX		Yes

Action #	Title	Description	Total Funds	Contributing
2	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 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: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Supplemental science program fees: Resource: Title IV, Part A; Amount: $XX,XXX • GATE Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Robotics/Engineering Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX		Yes
3	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	$2,000.00	Yes

2021-22 Local Control Accountability Plan for Magnolia Science Academy-6

Action #	Title	Description	Total Funds	Contributing
		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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Computer Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $XX,XXX		
4	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:	$121,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
5	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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • VPA teacher (Art, Music, etc.) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • LOTE teacher (Spanish) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX	$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Other elective teachers salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Extracurricular/Afterschool staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Stipends for clubs: Resource: Title IV, Part A; Amount: $XX,XXX • Afterschool/Club expenses: Resource: Title IV, Part A; Amount: $XX,XXX • Supplemental materials: Resource: Title IV, Part A; Amount: $XX,XXX • Field trip expenses: Resource: Title IV, Part A; Amount: $XX,XXX		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 14

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	14				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 14				2023-24: 4
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 26.1%				2023-24: 25.0%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 96.48				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 9.1%				2023-24: 9.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 99.4% Families: 88.7% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 99% Staff: 93%				2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 95%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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		Yes

Action #	Title	Description	Total Funds	Contributing
		income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: $XX,XXX • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: $XX,XXX • DTS program fees: Resource: Title I, Part A; Amount: $XX,XXX		
2	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,	$114,828.00	

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • PACE coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends for home visits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $XX,XXX • ParentSquare software fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent activity/event expenses: Resource: Title I, Part A; Amount: $XX,XXX		
3	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	$8,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Behavior counselor salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX		

Action #	Title	Description	Total Funds	Contributing
		• Attendance clerk salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • School psychologist salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX • Outsourced SEL service fees: Resource: Title IV, Part A; Amount: $XX,XXX • SEL program fees (Edge Coaching / Imagine Etiquette / Train of Thought, etc.): Resource: Title IV, Part A; Amount: $XX,XXX • Additional services for homeless students: Resource: Title I, Part A; Amount: $XX,XXX		
4	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 federal Title funds: • Panorama Education survey fees: Resource: Title I, Part A; Amount: $XX,XXX	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: • Outreach and community engagement staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Partnership expenses: Resource: Title IV, Part A; Amount: $XX,XXX	$12,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. Charter School will design and

implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize

the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,420,052.00	$268,593.00		$70,299.00	$1,758,944.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,115,458.00	$643,486.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$10,300.00				$10,300.00
1	2	All	Instructional materials and technology	$78,792.00			$4,000.00	$82,792.00
1	3		Clean and safe facilities that support learning	$274,000.00	$16,000.00		$5,000.00	$295,000.00
1	4	Low Income	Healthy and nutritious meals	$9,000.00				$9,000.00
1	5	All	Well-orchestrated Home Office support services	$70,748.00				$70,748.00
2	1	All	Broad course of study and standards-based curriculum	$428,166.00	$18,096.00		$20,867.00	$467,129.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$11,000.00			$10,000.00	$21,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$184,472.00	$68,904.00		$19,700.00	$273,076.00
2	4	English Learners	Designated and integrated ELD programs	$89,618.00			$4,732.00	$94,350.00
2	5	Students with Disabilities	Support for students with disabilities		$162,593.00		$1,000.00	$163,593.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs				$2,000.00	$2,000.00
3	4	Low Income	Physical education, activity, and fitness	$121,722.00				$121,722.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$11,000.00				$11,000.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2		Building partnerships with families for student outcomes	$108,828.00	$3,000.00		$3,000.00	$114,828.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$8,906.00				$8,906.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$1,000.00				$1,000.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$12,500.00				$12,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$449,218.00	$554,554.00
LEA-wide Total:	$449,218.00	$554,554.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$9,000.00	$9,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	$21,000.00
2	3	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,472.00	$273,076.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	$89,618.00	$94,350.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,000.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$121,722.00	$121,722.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	$11,000.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,906.00	$8,906.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	$12,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

   o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

   Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 90%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-7

Expected	Actual
90% **Baseline** 90%	
Metric/Indicator Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 48 % English Learners: 5% Socioeconomically Disadvantaged: 41% Students with Disabilities: 27% Hispanic: 44% White: 51%	2018-19: All Students: 44.78% English Learners: 0.00% Socioeconomically Disadvantaged: 37.50% Students with Disabilities: 25.00% Hispanic: 34.57% White: 85.71%
Metric/Indicator Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments (Grades 3-5) **19-20** 2019-20 (Expected):	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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-7

Expected	Actual
All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 0.9 points below standard English Learners: 18.4 points below standard Socioeconomically Disadvantaged: 14.4 points below standard Students with Disabilities: 37.5 points below standard Homeless: 30.9 points below standard White: 15.6 points above standard	White: 62.9 points above standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-5) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 51%	2018-19: All Students: 48.7% English Learners: 59.0% Socioeconomically Disadvantaged: 45.4% Students with Disabilities: 44.0% Hispanic: 44.6% White: 45.5%

Expected	Actual
English Learners: 44% Socioeconomically Disadvantaged: 50% Students with Disabilities: 48% Hispanic: 51% White: 44%	
Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-5): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 39% English Learners: 13% Socioeconomically Disadvantaged: 33% Students with Disabilities: 31% Hispanic: 30% White: 61%	2018-19: All Students: 32.14% English Learners: 3.45% Socioeconomically Disadvantaged: 25.61% Students with Disabilities: 25.00% Hispanic: 24.10% White: 57.14%
Metric/Indicator Change in Average Distance from Standard on the CASSPP Mathematics assessments (Grades 3-5) **19-20**	2018-19: All Students: 32.1 points below standard English Learners: 54.7 points below standard Socioeconomically Disadvantaged: 43.8 points below standard

Expected	Actual
2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 23.8 points below standard English Learners: 36.3 points below standard Socioeconomically Disadvantaged: 38.3 points below standard Students with Disabilities: 48.2 points below standard Hispanic: 36.9 points below standard White: 9.2 points above standard	Students with Disabilities: 58.5 points below standard Hispanic: 45.8 points below standard White: 3.9 points above standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-5) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline**	2018-19: All Students: 33.3% English Learners: 33.3% Socioeconomically Disadvantaged: 31.6% Students with Disabilities: 30.8% Hispanic: 30.3% White: 34.8%

Expected	Actual
2016-17 (Baseline): All Students: 46% English Learners: 36% Socioeconomically Disadvantaged: 42% Students with Disabilities: 42% Hispanic: 41% White: 61%	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** 2 percentage points up from the prior year **Baseline** 59%	2018-19: 46.4%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 1 percentage point up from the prior year **Baseline** 21%	2019-20: 13.3%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 1 percentage point up from the prior year **Baseline** 97%	2019-20: 72%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base $8,000
	
	EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base $3,000
		BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base $3,000
		
		EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base $1,000

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Textbooks 4000-4999: Books And Supplies LCFF Base $25,000
	
	Instructional Materials 4000-4999: Books And Supplies LCFF Base $5,000
		Textbooks 4000-4999: Books And Supplies LCFF Base $25,000
		
		Instructional Materials 4000-4999: Books And Supplies LCFF Base $5,000

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	Janitors salary and benefits LCFF $69,000 Janitorial items $8,240 Gardening,Pest Control, Maintenance (2000,3000,5000) LCFF $15,000	Janitors salary and benefits LCFF $58,000 Janitorial items $5,000 Gardening,Pest Control, Maintenance (2000,3000,5000) LCFF $8,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF $5,000
	
	TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF $1,800
		Professional Development 5000-5999: Services And Other Operating Expenditures LCFF $5,000
		
		TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF $1,800

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.	EL Coordinator salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $66,418 EL coordinator benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $16,000 EL supplemental materials 4000-4999: Books And Supplies Title I	EL Coordinator salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $66,418 EL coordinator benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $16,000 EL supplemental materials 4000-4999: Books And Supplies Title I

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
 	
Scope of Services
   Limited to Unduplicated Student Group(s)
 	
Locations
   All Schools		

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction.
 	
Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $4,000	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

During the day, Charter School will provide additional supports and interventions to all students, including ELs.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Intervention Math teacher partial payment salaries 1000-1999: Certificated Personnel Salaries LCFF $15,000
	
	Teacher Aide Salaries 2000-2999: Classified Personnel Salaries Title I $77,000
	
	Teacher Aide Benefits 3000-3999: Employee Benefits Title I $20,000
		Intervention Math teacher partial payment salaries 1000-1999: Certificated Personnel Salaries LCFF $0
		
		Teacher Aide Salaries 2000-2999: Classified Personnel Salaries Title I $77,000
		
		Teacher Aide Benefits 3000-3999: Employee Benefits Title I $20,000

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Saturday School 1000-1999: Certificated Personnel Salaries Title I $10,000	Saturday School 1000-1999: Certificated Personnel Salaries Title I $6,750

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.	Dean of Academics Salary 1000-1999: Certificated Personnel Salaries LCFF $84,000	Dean of Academics Salary 1000-1999: Certificated Personnel Salaries LCFF $92,647.50

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Dean of Academics Benefits 3000-3999: Employee Benefits LCFF Base $20,000
	
	Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base $3,900
	
	MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I $2,100
	
	Data Manager add on $5,000
	
	Testing coordinator add on 1000-1999: Certificated Personnel Salaries LCFF $2,500
		Dean of Academics Benefits 3000-3999: Employee Benefits LCFF Base $20,000
		
		Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures LCFF Base $3,300
		
		MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I $2,100
		
		Data Manager add on (MTSS Coordinator) $5,000
		
		Testing coordinator add on 1000-1999: Certificated Personnel Salaries LCFF 0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School increase college awareness by organizing college/career weeks and field trips to colleges.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Field trips, College & Career Week Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $8,000	Field trips, College & Career Week Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $4,300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Actions/Services that were not implemented were used to support students, families, and staff with the needs and requirements of transitioning to Distance Learning due to school closures caused by the COVID-19 pandemic. This included additional technology, curriculum and staffing needs.

Goal 1: Action 1: Planned: $8,000 for BTSA Support; Actual: $3,000
The reason for the difference is that we were planning to support two teachers with their BTSA needs but ended up supporting only one teacher.
Goal 1: Action 1: Planned: $3,000 for EL authorization expenses; Actual: $1,000
The reason for the difference is that we thought the teacher's program to complete their EL Authorization would cost more than it actually did

Goal 1: Action 2: Planned: $30,000 for Textbooks and Instructional Materials; Actual: $30,000
No difference between planned and actual

Goal 1: Action 3: Planned: $69,000 for Janitor Salary & Benefits; Actual: $58,000
The school was not open daily due to COVID-19 and hours were adjusted.
Goal 1: Action 3: Planned: $8,240 for Janitorial Supplies; Actual: $5,000
The school was not open daily due to COVID-19 and we saved on cleaning costs.
Goal 1: Action 3: Planned: $15,000 for Gardening, Pest Control, and Maintenance; Actual: $8,000
The school was not open daily due to COVID-19 so services did not occur as regularly.

Goal 1: Action 4: Planned: $5,000 for Professional Development; Actual: $5,000
No difference between planned and actual
Goal 1: Action 4: Planned $1,800 for Teach Boost Fees; Actual: $1,800
No difference between planned and actual

Goal 1: Action 5: Planned $82,418 for EL Coordinator Salary & Benefits; Actual: $82,418
No difference between planned and actual

Goal 1: Action 6: Planned: $4,000 for Professional Development for ELD; Actual: $1,000
Due to COVID-19, most PDs were cancelled or became virtual which cost less to attend.

Goal 1: Action 7: Planned $15,000 for Part-time Math Intervention Teacher; Actual: $0
Due to the transition to Distance Learning as a result of the Pandemic, we made the decision to hold off on this position.
Goal 1: Action 7: Planned $97,000 for Teacher Aide Salaries & Benefits; Actual: $97,000
No difference between planned and actual

Goal 1: Action 8: Planned $10,000 for Saturday School; Actual: $6,750
Due to low enrollment in Saturday School, less teachers were needed.

Goal 1, Action 9: Planned $104,000 for Dean of Academics Salary & Benefits; Actual: $112, 647
Current Dean of Academics years of experience qualified him for a higher salary.
Goal 1, Action 9: Planned $3,900 for Illuminate SIS Fees; Actual: $3,300
Insignificant difference between planned and actual
Goal 1, Action 9: Planned $2,100 for MAP Testing Fees; Actual: $2,100
No difference between planned and actual
Goal 1, Action 9: Planned $5,000 for Data Manager Add-on; Actual: $5,000
No difference between planned and actual
Goal 1, Action 9: Planned $2,500 for Testing Coordinator Add-on; Actual: $0
Decided to have the Computer Teacher serve as the Testing Coordinator so this add on was no longer needed.

Goal 1, Action 10: Planned $8,000 for Field Trips & College, Career Week Fees; Actual: $4,300

Due to school closures caused by the Pandemic, field trips and in-person activities were cancelled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:
During the 2019-20 school year, we had to close in March of second semester and go into Distance Learning because of the COVID-19 Pandemic. As a result of this, many of the usual things we do annually, did not occur. This included not administering the CAASPP standardized assessments in English and Math, or our internal assessment (NWEA MAP) in both areas to see growth from fall to spring.
We were also not able to complete the Summative ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year.
We were also not able to attend or provide professional development at the same level and frequency due to the cancellations of most.

Successes:
Able to ensure all students had access to their curriculum and textbooks during Distance Learning.
Students continued to receive their ELD and SPED services despite the challenging Distance Learning setting.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 100%

Expected	Actual
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	
Metric/Indicator Percentage of students enrolled in the Charter School's grades K-5 who will take the GATE/enrichment program **19-20** 15% **Baseline** 5%	2019-20: 7%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 90% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 1000-1999: Certificated Personnel Salaries LCFF $802,000	$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 1000-1999: Certificated Personnel Salaries LCFF $902,059

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 3000-3999: Employee Benefits LCFF $200,000	$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 3000-3999: Employee Benefits LCFF $302,252
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. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$250,000 1 Principal and 1 Dean of Academics salaries 1000-1999: Certificated Personnel Salaries LCFF $200,000 1 Principal Benefits 3000-3999: Employee Benefits LCFF $50,000	1 Principal Salary 1000-1999: Certificated Personnel Salaries LCFF 93,760.00 1 Principal Benefits 3000-3999: Employee Benefits LCFF $30,000
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Saturday School money for Gifted 1000-3000: Salary and Benefits Title I $2,000	Saturday School money for Gifted 1000-3000: Salary and Benefits Title I 0
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 25K IT person LCFF $90,140.00	5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 23K Chromebooks for Distance Learning LCFF $100,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Science materials 4000-4999: Books And Supplies LCFF Base $4,000	Science materials 4000-4999: Books And Supplies LCFF Base $1,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Actions/Services that were not implemented were used to support students, families, and staff with the needs and requirements of transitioning to Distance Learning due to school closures caused by the COVID-19 pandemic. This included additional technology, curriculum and staffing needs.

Goal 2: Action 1: Planned: $1,002,000 for Certificated Personnel Salaries & Benefits; Actual: $1,204,311
Additional staff members were hired to help meet the needs of the distance learning, hybrid learning and to address learning loss mitigation.

Goal 2: Action 2: Planned: $250,000 for Principal & Dean of Academics Salaries & Benefits; Actual: $123,760

Dean of Academics salary and benefits was removed from Goal 2 and moved to Goal 1.

Goal 2: Action 3: Planned: $2,000 for Saturday School Funds for Gifted Students; Actual: $0
No GATE identified students were attending Saturday School this year.

Goal 2, Action 4: Planned $90,140 for Technology Services, Computer Teacher Salary & Benefits; Actual: $100,000
More technology services were needed to address the needs of Distance Learning.

Goal 2, Action 5: Planned $4,000 for Science Materials; Actual: $1,000
Due to school closures caused by the Pandemic, there wasn't a much of a need for science materials for hands-on activities and lessons

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:
Not able to complete the GATE testing process and identify students, therefore specific Saturday School funds for GATE students were not used.
Science instruction was not delivered at the same level and with as much hands-on experience due to students being in a Distance Learning setting for over a year.

Successes:
Provide access to technology and internet to 100% of our students to help with the transition to Distance Learning.
Hire additional staff members to help support students and staff with the transition to Distance Learning and then back to Hybrid. This included an additional SPED teacher, an additional ELD aide, and an additional custodian.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 5 **Baseline** 4	2019-20: 4
Metric/Indicator Number of ELAC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of PTF meetings per year **19-20** 7 **Baseline** 4	2019-20: 7

Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 12 **Baseline** 5	2019-20: 14
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been home-visited by the teachers per year **19-20** 26% **Baseline** 26%	2019-20: 17%
Metric/Indicator ADA rate **19-20** 97% **Baseline**	2019-20: 95.31%

Expected	Actual
97%	
Metric/Indicator Chronic absenteeism rate **19-20** 8% **Baseline** 11%	2019-20: 11.5%
Metric/Indicator Student suspension rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator Student expulsion rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator School experience survey participation rates **19-20** Students: 98% Families: 90% Staff: 90% **Baseline** Students: 99.1% Families: 83.3% Staff: 100%	2019-20: Students: 98.2% Families: 99.6% Staff: 90.3%

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Expected	Actual
Metric/Indicator School experience survey average approval rates **19-20** Students: 76% Families: 99% Staff: 95% **Baseline** Students: 67% Families: 99% Staff: 89%	2019-20: Students: 74% Families: 98% Staff: 93%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Motivational expenses. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000	Motivational expenses. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	Part of 4330,4345 4000-4999: Books And Supplies LCFF $3,000	Part of 4330,4345 4000-4999: Books And Supplies LCFF $3,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$3900 Illuminate SIS & DnA 1200 Teachboost 1050 Parent square 2800 Phone call 773 postage (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF $15,000	$3900 Illuminate SIS & DnA 1200 Teachboost 1050 Parent square 2800 Phone call 773 postage (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF $7,800

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Part of 1100, 3000, 5200. Title I $5,000.00	Home Visits 1000-1999: Certificated Personnel Salaries Title I $5,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

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.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	CSUN Counseling LCFF $13,500	CSUN Counseling LCFF $10,000

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	2400,3000 office Manager, clerk salaries and benefits 2000-2999: Classified Personnel Salaries LCFF $120,000.00	2400,3000 office Manager, clerk salaries and benefits 2000-2999: Classified Personnel Salaries LCFF $125,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools		

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools		

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Duplicated in admin salaries.
	1300,3000
	  LCFF
		Duplicated in admin salaries.
		1300,3000
		  LCFF

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Duplicated Expense LCFF	Duplicated Expense LCFF

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will annually administer school experience surveys to students, parents, and staff.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	5822 5000-5999: Services And Other Operating Expenditures LCFF $1,050	5800 Panorama surveys 5000-5999: Services And Other Operating Expenditures LCFF $400

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for Actions/Services that were not implemented were used to support students, families, and staff with the needs and requirements of transitioning to Distance Learning due to school closures caused by the COVID-19 pandemic. This included additional technology, curriculum and staffing needs.

Goal 3: Action 1: Planned: $2,000 for Motivational Expenses; Actual: $2,000
No difference between planned and actual.

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Goal 3: Action 2: Planned $3,000 for Books & Supplies; Actual: $3,000
No difference between planned and actual.

Goal 3: Action 3: Planned $15,000 for Communication Tools; Actual: $7,800
Due to transition to remote learning and working in response to the COVID-19 Pandemic, less communication tools were needed.

Goal 3: Action 4: Planned $5,000 for Home Visits; Actual: $5,000
No difference between planned and actual.

Goal 3: Action 5: Planned $13,500 for CSUN Counseling; Actual: $10,000
Not as many parents and students used the counseling services because they were virtual.

Goal 3: Action 6: Planned $120,000 for Office Staff Salaries & Benefits; Actual: $125,000
Increase in the office managers salary due to an increase in the state minimum wage amount.

Goal 3: Action 10: Planned $1,050 for Panorama Stakeholder Surveys; Actual: $400
Not as many parents participate in the stakeholder surveys due to them being completely online with not paper option.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:
Due to the fact that counseling has only been delivered to students in a virtual format since March 2020, not as many parents and students wanted to participate in the services and programs.
Participation rates on the parent surveys were lower than usual due to them not having access to the surveys in a paper format, they were only able to complete them online.

Successes:
We were still able to provided motivational items to our students to encourage engagement and appropriate behaviors.
All necessary books, supplies, and curricular items that students and staff needed in order to complete standards based work, were purchased and provided to them.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitors	$34,000	27,000	No
Deep Cleaning and Disinfecting of Campus	$6,000	5,500	No
Purchase of necessary Personal Protective Equipment for students and staff	$15,000	15,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a $7,000 difference in pay for the Certified Nurse Assistant that was brought on to support health and safety measures. We originally budgeted for $34,000 and only $27,000 will be used. This difference was due to the nurse not working as many days as originally anticipated because of school closures that occurred in December when there was a rise in COVID cases.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Challenges:
Student attendance was low and inconsistent during small group cohorts (September-April)
Inconsistent internet problems causing connection and discussion difficulties for students/teachers who are in-person and students who are online
Home environment causing distractions for students who remained in Distance Learning
Low engagement/participation for some students

Students logging on late due to no tardy policy to reinforce
Keeping Zoom students engaged while teaching in-person students in a hybrid setting

Successes:
Special population groups were able to get the needed in person support
Individualized assistance for any struggling students
Seamless reopening into a hybrid model
Reconnection with students withdrawn in online setting
Student and teacher emotional and social reconnections
Higher student engagement for in-person students
More student academic progress

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 115 additional Chromebooks	$23,000	23,000	Yes
Online learning programs for effective remote Math and ELA instruction: Accelerated Reader, Spelling City and NextGen Math	$9,500	9,500	Yes
40 WiFi Hotspots to ensure connectivity for all students	$8,000	8,000	Yes
Annual Subscription for Zoom	$1,700	1,700	No
Hiring of additional part-time SPED teacher and promoting part-time SPED aide to full-time	$50,000	50,000	No
SPED Program Staff and Services	$180,000	160,000	No
ELD Program Staff and Services	$88,000	88,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a $20,000 difference for SPED Program Staff and Services. We originally budgeted for $180,000 and only $160,000 will be used. This difference was due to a few different reasons. One being that the cost of Speech services we receive through our vendor, decreased due to the fact that they were 100% virtual. In addition, we had one parent refuse virtual APE services and another refuse virtual Speech services for most of the school year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Challenges:
Home environment causing distractions for students
Inconsistent internet problems causing connection and discussion difficulties for students

Older Chromebooks needed to be upgraded/had issues during the initial transition to Distance Learning
Zoom students show lower participation and have less academic progress
Hybrid students have high participation and show more academic progress
Reaching students on Zoom who are non-responsive or not logging onto Zoom
Adults at home helping excessively with work which makes it difficult to know how students are really doing

Successes:
Students able to continue receiving ELD and SPED support & services
Teachers and staff continued to provide tutoring and SEL support to students
Quick transition to online learning and curriculum
Chromebooks and hotspots distributed to students in need
Hybrid students have high participation and show more academic progress
Roles and responsibilities are clearly defined
Support provided to students in person and online

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Saturday School program to support students with learning loss and intervention	$31,000	19,000	Yes
NWEA MAP Online Assessment Program to monitor student's performance in ELA and Math	$2,500	2,100	Yes
Participation in the Latino Literacy Program, including parent training classes	$2,000	2,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a $12,000 difference for Saturday School. We originally budgeted for $31,000 and only $19,000 will be used. This difference was due to low enrollment so not as many teachers were needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Challenges:
- Students not showing up to tutoring, intervention, or Saturday Learning Academy (especially in the 3-5 grade)
- Of the students that were identified as needing Tier 2 and Tier 3 intervention and support, 0% made any progress or moved down a tier that did not attend tutoring, intervention, and/or Saturday Learning Academy.
- Students not attending class consistently and/or logging in late or leaving early
- Finding creative ways to motivate and engage students
- Lack of work completion and students not taking their assessments
- Lack of hands-on support for students that really needed it and benefited from it
- By the Spring, we had an increase of 10 new students in Math and 12 new students in ELA that fell in the Tier 2 or 3 in the Spring in grades 3rd-5th.

Successes:

- On campus small group instruction for SPED population
- Tutoring and intervention weekly
- Saturday Learning Academy for Tier 2 and 3 students
- Office Hours for extra support
- Using assessments and benchmarks to identify tier 3 and 2 students
- Breakout rooms in Zoom to work with teacher and/or aides and paraprofessionals
- 22% of our students who were a Tier 2 or 3 in the Fall dropped 1 tier or is no longer in Tier 2 or 3 in the Spring (ELA)
- 20% of our students who were a Tier 2 or 3 in the Fall dropped 1 tier or is not longer in Tier 2 or 3 in the Spring (Math)
- Of the students that did make progress, were the ones that were consistently attending and participating in tutoring and attending our Saturday Learning Academy
- Able to provide a second adult to all teachers upon returning to campus in order to better support students

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Challenges:
Lack of socialization between students on Zoom (students say they miss their friends)
Students who are new to the school mention that they don't have any friends since they couldn't socialize with other students as much while in Distance Learning
Not being able to engage or access students who were exhibiting poor attendance
Students not attending their counseling or other support service sessions

Successes:
Adoption and implementation of Zones of Regulation SEL program
Zones of Regulation daily check-in with students
Socialization between students in person (students seem happier)
Implementation of Care Solace program for students, families, and staff providing access to mental health and other community resources
Continued offering counseling services to students and families
Provided Winter Care Packages to all students
Assigned staff members groups of students to check in with daily/weekly
Transitioned the Home Visit program to a virtual format, high participation rate

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Challenges:
Lower family engagement as the year went on
Low attendance at parent workshops provided by school staff
Student engagement on Zoom dropped as the year went on and as some students started to return to in-person learning
Low parent participation in parent/teacher conferences
Parent survey participation rates dropped drastically

Successes:
Higher family engagement at the beginning of the year
High participation in drive-through events
High participation for Town Hall meetings and reopening surveys

Teachers and staff members assigned groups of students to check in with regularly
Transitioned the Home Visit program to a virtual format, high participation rate

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Challenges:
Participation was low during school closure so we combined with another local MSA rather than us both supplying meals to the same are

Successes:
Able to provide meals to all students through the entire school closure period and currently
Students were given breakfast and lunch for 5-7 days at a time
Families provided meal kits during the school holiday breaks
No cost and meals provided to anyone under the age of 18 helped with food security during a stressful time for our families and community

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Purchase and training for Zones of Regulation SEL curriculum	$700	700	Yes
Mental Health and Social and Emotional Well-Being	Participation in LACOE's PBIS Program 2020-21	$2,500	2,500	Yes
Mental Health and Social and Emotional Well-Being	School Psychologist Salary (shared with another school-site)	$28,800	28,800	No
Mental Health and Social and Emotional Well-Being	Counseling for students & families through Mitchell Family Clinic	$13,000	3,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The only substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was actually implemented and/or expended is a $10,000 difference for Counseling Services through Mitchell Family Clinic. We originally budgeted for $13,000 and only $3,000 will be used. This difference was due to the school closure and all services being held virtually, students and parents were not as willing to participate.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA-7, our in-person instruction has been strengthened with incorporating more technology use into the classroom and daily instruction. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance

Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like iPads, cameras, and accessing our online curriculum with more ease. To support the learning loss of students, we have increased interventions from weekly after school tutoring to including Saturday Learning Academy opportunities, small groups and parent, teacher, student office hours. We have increased the number of Saturday Learning Academy sessions and purchased an additional supplemental curriculum supporting math and ELA. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

- Continually to use informal and formal assessments (benchmarks, MAP, IAB, IXL, teacher observations, curriculum assessments, online program assessments)
- student meeting growth targets
- using data to measure growth by various subgroups (school-wide, ELD, SPED, SED, Hispanic,)
- Provide intervention and enrichment programs and hire of paraprofessionals to support student needs.
- Push in and Pull out support for our students specific needs
- Focus on student engagement and social emotional well-being

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The only substantive differences between the planned actions and services and what was actually implemented and/or expended are as follows:
- A $12,000 difference for Saturday School. We originally budgeted for $31,000 and only $19,000 will be used. This difference was due to low enrollment so not as many teachers were needed.
- A $20,000 difference for SPED Program Staff and Services. We originally budgeted for $180,000 and only $160,000 will be used. This difference was due to a few different reasons. One being that the cost of Speech services we receive through our vendor, decreased due to the fact that they were 100% virtual. In addition, we had one parent refuse virtual APE services and another refuse virtual Speech services for most of the school year.
- A $7,000 difference in pay for the Certified Nurse Assistant that was brought on to support health and safety measures. We originally budgeted for $34,000 and only $27,000 will be used. This difference was due to the nurse not working as many days as originally anticipated because of school closures that occurred in December when there was a rise in COVID cases.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA-7, our in-person instruction has been strengthened with incorporating more technology use into the classroom and daily instruction. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like iPads, cameras, and accessing our online curriculum with more ease. To support the learning loss of students, we have increased interventions from weekly after school tutoring to including Saturday Learning Academy opportunities, small groups and parent, teacher, student office hours. We have increased the number of Saturday Learning Academy sessions and purchased an additional supplemental curriculum supporting math and ELA. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders.

Looking ahead to our 2021-22 through 2023-24 LCAP, we have made several decisions based on the needs assessments, survey reflections and student data. To help address learning loss we are creating two part-time intervention teacher positions, one for ELA and one for Math, increasing our part-time ELD aide to full-time, and adopting more supplemental and intervention programs. In order to increase pupil and family engagement and outreach as we transition back to a more normal school setting, we will be hiring a PACE coordinator to increase meeting frequency with all our stakeholders. We will also be hiring a part-time IT Coordinator to assist with all the new blended learning needs such as devices and programs that we are planning on continuing to use as we return to campus. These are some of the ways our analysis and reflection of 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan informed the development of our upcoming LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,981,648.00	2,008,586.50
	13,240.00	10,000.00
LCFF	1,686,990.00	1,739,718.50
LCFF Base	68,900.00	58,300.00
LCFF Supplemental and Concentration	96,418.00	89,718.00
Title I	116,100.00	110,850.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,981,648.00	2,008,586.50
	205,880.00	186,000.00
1000-1999: Certificated Personnel Salaries	1,179,918.00	1,166,634.50
1000-3000: Salary and Benefits	2,000.00	0.00
2000-2999: Classified Personnel Salaries	197,000.00	202,000.00
3000-3999: Employee Benefits	306,000.00	388,252.00
4000-4999: Books And Supplies	39,000.00	36,000.00
5000-5999: Services And Other Operating Expenditures	51,850.00	29,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,981,648.00	2,008,586.50
		13,240.00	10,000.00
	LCFF	187,640.00	176,000.00
	Title I	5,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,103,500.00	1,088,466.50
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	66,418.00	66,418.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00	11,750.00
1000-3000: Salary and Benefits	Title I	2,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	120,000.00	125,000.00
2000-2999: Classified Personnel Salaries	Title I	77,000.00	77,000.00
3000-3999: Employee Benefits	LCFF	250,000.00	332,252.00
3000-3999: Employee Benefits	LCFF Base	20,000.00	20,000.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	16,000.00	16,000.00
3000-3999: Employee Benefits	Title I	20,000.00	20,000.00
4000-4999: Books And Supplies	LCFF	3,000.00	3,000.00
4000-4999: Books And Supplies	LCFF Base	34,000.00	31,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	2,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	22,850.00	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	14,900.00	7,300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	12,000.00	5,300.00
5000-5999: Services And Other Operating Expenditures	Title I	2,100.00	2,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-7

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	473,958.00	426,315.50
Goal 2	1,348,140.00	1,429,071.00
Goal 3	159,550.00	153,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$55,000.00	$47,500.00
Distance Learning Program	$360,200.00	$340,200.00
Pupil Learning Loss	$35,500.00	$23,100.00
Additional Actions and Plan Requirements	$45,000.00	$35,000.00
All Expenditures in Learning Continuity and Attendance Plan	$495,700.00	$445,800.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$55,000.00	$47,500.00
Distance Learning Program	$231,700.00	$211,700.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$28,800.00	$28,800.00
All Expenditures in Learning Continuity and Attendance Plan	$315,500.00	$288,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$128,500.00	$128,500.00
Pupil Learning Loss	$35,500.00	$23,100.00
Additional Actions and Plan Requirements	$16,200.00	$6,200.00
All Expenditures in Learning Continuity and Attendance Plan	$180,200.00	$157,800.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwittek@magnoliapublicschools.org (818) 886-0585

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 currently has 292 students in grades TK-5, and mainly draws enrollment from Northridge, Reseda, CA and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-7 serves face economic challenges. MSA-7 has a diverse enrollment, including 67.4% Hispanic/Latino,16% White, 76.3% Socioeconomically Disadvantaged, 11.6% Special Education, and 32.5% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out of school resources links.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-7 data manager, administration team, survey results and annual site visit auditors from LAUSD provided data and information available.

Due to school closures and pauses on state testing enforced in response to the COVID-10 Pandemic, there is no updated California Dashboard data. The data below is from the most recent Dashboard data available and identified areas of strength:

- Suspension Indictor on the California Dashboard is at a blue or very low rate and continues to maintain this measure
- English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this measure
- English Language Arts indicator on the California Dashboard is orange and all students made improvement from the spring of 2018 to fall of 2018.
- Mathematics indicators on the California Dashboard is also orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH according to the 2018 SBAC results.

In terms of organizational, management, and programs area, LAUSD Charter School Department Site visitors gave MSA-7 a score of 4 and a 3 for Student Achievement and Educational Performance.

Some additional successes our school accomplished this year include:

- 100% of our students had access to all curricular and technology items needed to access their academic program during distance learning and hybrid learning
- 100% of our students have created and/or demonstrated a STEAM focused project this year as well as completed a Computer/Technology class.
- Maintained an ADA rate above 95%, with it most recently as high as 97% and a chronic absenteeism rate of 7.8%
- Stakeholder approval rates of 81% for students, 99% for families, and 97% for staff

MSA-7 seeks to continually develop professional learning opportunities for all stakeholders in the areas of academic and socioemotional development. Potential trainings include development in growth mindset, culturally responsive teaching, trauma informed instruction, PBIS, addressing learning loss, and more. MSA-7 continues to be proud of their efforts to develop the capacity of special populations such as English Language Learners and SPED students. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. In the classroom, students are introduced to all components of common core education model.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

MSA-7 data manager, administration team, survey results and annual site visit auditors from LAUSD provided data and information available.

Due to school closures and pauses on state testing enforced in response to the COVID-10 Pandemic, there is no updated California Dashboard data. The data below is from the most recent Dashboard data available and identified areas of need in order to close the achievement gap:

- Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.
- English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.

We know that all of our students are going to need additional support and interventions as we return to school next year to mitigate the learning loss caused by the school closures. However, looking at data including MAP assessments, benchmarks, reading levels, and classroom grades, we know that our students identified as English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students present a higher level of need. Some plans to address these needs include:

- Summer Learning Academy
- Saturday Learning Academy
- Hiring an intervention teacher to support students and teachers in ELA and Math
- Adopting the supplemental program, IXL for data monitoring and basic skills practice
- Adopting a benchmark program for TK-2nd
- Making a part-time ELD paraprofessional full time
- Making a part-time SPED teacher full time
- Extending the school year by 5 days
- Partnering with an outside tutoring agency to provide extra support to students and parents
- Providing parent workshops in SEL and academics

Some additional identified areas of need include:

- Per student and staff surveys, there is a need more enrichment programs such as sports and art
- Per staff and parent surveys, facility and playground upgrades are needed
- Providing students with the opportunity to participate in accelerated/advanced math programs
- More informal observations and coaching sessions for staff as conducted by administration

MSA-7 seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics and to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site based orientation that addresses school and individual needs, mentorship program with a seasoned staff members on site, and other factors that are currently being developed to support teachers as they transition themselves and students back to campus.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- An emphasis on adopting and implementing instructional, curricular, and technology items and programs that will continue to deliver a standards-based education to all students but with an emphasis on addressing learning loss and gaps in student learning. (Goal 1, Action 2)
- Continuing to provide clean and safe facilities that support learning, with an additional emphasis on health and safety as students return to campus, including the hiring of an additional custodian and CNA as well as prioritizing facility and playground upgrades and improvements. (Goal 1, Action 2)
- Prioritizing MTSS Academic support through enrichment, intervention, and student support by hiring an ELA & Math Intervention Teacher and expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
- Increasing the level of support for students with IEPs and the school's SPED program including the hiring of another full time RSP teacher. (Goal 2, Action 5)
- The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students. (Goal 2, Action 4)
- Expanding STEAM and GATE programs for students to participate in. (Goal 3, Action 2)
- Expanding our PE & Health and sports activity programs for students based on stakeholder feedback. (Goal 3, Action 4)
- Creating additional programs and activities that support a comprehensive educational program for all students we serve. (Goal 3, Action 5)
- Hiring a PACE Coordinator to better assist us with building partnerships with families for student outcomes. (Goal 4, Action 2)
- Focusing on MTSS in relation to PBIS and SEL support for students by providing counseling and positive behavior intervention support services to our students. (Goal 4, Action 3)

Other highlights include:

- Improving internet infrastructure to support teacher and student technology needs
- Adopting a new TK-2nd benchmark program to collect accurate data
- Partnering with an outside tutoring service to provide extra support to students
- Extending the school year 5 additional days
- Providing staff with necessary professional development opportunities in the areas of academics, behavior, and SEL, including training in Culturally Responsive Teaching and Implicit Bias
- Playground and facility improvements and upgrades
- Increased opportunities for parent workshops in academics and mental health support

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include ten PTF/PAC meetings, four SSC meetings, three ELAC meetings, several parent activities/events, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 30 virtual home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

School Site Council Feedback:
11/17/20
- Parents like to see Saturday school to support student learning and setbacks
- Parents are excited about the new MyOn reading resource to help students get access to free books online to encourage reading growth
2/24/21
- Parents are thankful and grateful for the options of how their students will learn and that they are not feeling forced in any way.
5/14/21 - discussion on ELOG funds
- Parents would like the additional funding to go towards additional support and aides for the students.
- Parents are grateful for the hard work and support of the staff and teachers

- Parents would like if possible funds to be used for campus maintenance
- Parents would like to increase parent academy funding and resources

Stakeholder Survey Feedback Summary:
- Strengths/Successes
1. Students approval rating for Safety increased 12 points since last year
2. Family approval rating for Climate of Support for Academic Learning is 100%, up 2 points since last year
3. Staff approval rating for both Safety and Sense of Belonging (School Connectedness) increased by 7 points
- 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 by all three stakeholder groups. We were proud to see this since we worked hard through our LACOE PBIS program to improve our Discipline systems based on lower approval ratings in this area from last year's responses. We were also relieved to see that all stakeholders had high approval ratings for Climate of Support, knowing what a challenging year this was for all. We are glad to see that they felt supported throughout the school year.
- Most Proud
We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard during this unprecedented year to transition our programs to an online setting. We were also very proud to see the large increase in approval ratings from students regarding Safety and from staff for School Connectedness.
- Maintain or Build Upon
We will continue to build upon this climate of support by having meaningful reflection conversations with staff in order to get a clear and true understanding of how we can best support our students with learning loss and their transition back to in person learning. We'd like to maintain the feeling of connectedness and belonging that all of our stakeholder groups feel.
- Identified Needs
1. Climate of Support for Academic Learning-
Although the student approval rating for this topic increased by 2 points, it was the lowest of the three stakeholder groups (80%). We were pleased to see an increase but feel the rating would have been higher if we had been in person this year and able to provide the full level of support our students are used to. We also feel they struggled with understanding what some of the questions were asking.
2. 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 an increase for all stakeholder groups this year. There was a 4 point increase for students , a 1 point increase for families, and a 2 point increase for staff. We are also aware that this area looked very different this year in the Distance Learning setting.
3. Safety-
Last year, the low ratings for Safety by students and staff was alarming for us and something we wanted to prioritize this school year. With the school closures due to COVID-19, it became even more of a priority to ensure all health and safety guidelines were in place for all stakeholders. We were appreciative of the increase we saw in approval ratings for Safety by all except families, which decreased by 2 points. We do think that once they return and see the protocols that have been put into place, this will change. Students increased their approval rating for Safety by 12 points and staff by 7 points.
4. Sense of Belonging (School Connectedness)-

Although we saw a rather large increase in approval ratings for this topic this year, it was still our second lowest area with students, 77% and staff, 96%. We were very grateful to see a 7 point increase in this area from our staff as we were worried they may feel even more disconnected in this Distance Learning setting. Our team worked hard all year to engage and connect with one another, our students, families, and each other and I believe these rates attest to that. We're not surprised that the students were the lowest of the three groups since they have been apart from their school community for over a year.

Next Steps Based on Survey Feedback:
Although it is important to acknowledge and take all suggestions into consideration, we have chosen five that we would like to put the most focus and attention into. These five were selected due to the number of times they were mentioned in the surveys, them being a concern for us as well, and our ability to actually implement change. For example, a student requested we make the playground floor into a large trampoline, we know this is not a possibility. Below are the five we have selected and the steps we will take to address them.
1. Bullying - work with PBIS team, LACOE, and Dr. Lopez to continue to develop systems and programs for reporting bullying and helping students identify acts of bullying vs. peer conflict
2. Playground and facility upgrades - a lot of progress has already been made in this area this school year such as painting and repairing the playground equipment and benches, painting the school cafeteria , and replacing the office and computer lab doors. Next is to gather quotes and start work for replacing classroom doors and windows as needed, working with parents to raise funds for playground shading and upgrade the internet system. In addition to facility improvement projects, we will continue to hold conversations with all required stakeholders on possible growth opportunities for our campus
3. Lack of resources for non-IEP students - we will look into the possibility of hiring more staff to focus on intervention and enrichment for general education students including plans for hiring an instructional coach
4. Drop-off procedures - we have revised our procedures for reopening and return to campus and will work with Valet Committee to revise long term plans based on feedback of these temporary changes
5. More enrichment programs needed (art, science, sports) - continue to build enrichment programs and create opportunities for students to participate in (math/science olympiads, spelling bees, etc.); we will work with the PE teacher to create sports focused clubs, and work with art coordinator to develop more VAPA clubs/activities

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- An emphasis on adopting and implementing instructional, curricular, and technology items and programs that will continue to deliver a standards-based education to all students but with an emphasis on addressing learning loss and gaps in student learning. (Goal 1, Action 2)
- Continuing to provide clean and safe facilities that support learning, with an additional emphasis on health and safety as students return to campus, including the hiring of an additional custodian and CNA as well as prioritizing facility and playground upgrades and improvements. (Goal 1, Action 2)

- Prioritizing MTSS Academic support through enrichment, intervention, and student support by hiring an ELA & Math Intervention Teacher and expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs (Goal 2, Action 3)
- The need to continue to improve our designated/integrated English Learner services by adding a full-time ELD paraprofessional to support EL students. (Goal 2, Action 4)
- Expanding STEAM and GATE programs for students to participate in. (Goal 3, Action 2)
- Expanding our PE & Health and sports activity programs for students based on stakeholder feedback. (Goal 3, Action 4)
- Creating additional programs and activities that support a comprehensive educational program for all students we serve. (Goal 3, Action 5)
- Focusing on MTSS in relation to PBIS and SEL support for students by providing counseling and positive behavior intervention support services to our students. (Goal 4, Action 3)

Other areas include:
- Improving internet infrastructure to support teacher and student technology needs
- Partnering with an outside tutoring service to provide extra support to students
- Extending the school year 5 additional days
- Playground and facility improvements and upgrades
- Increased opportunities for parent workshops in academics, attendance and mental health support

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 1				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 93.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$19,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
2	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, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall,	$216,968.00	No

Action #	Title	Description	Total Funds	Contributing
		Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
3	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 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, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$581,897.00	No

Action #	Title	Description	Total Funds	Contributing
4	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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$11,000.00	Yes
5	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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)	$492,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 90%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 68%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 63%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21)				2023-24:
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% • Hispanic: 34.57% • White: 85.71%				2022-23: • All Students: 51.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 44.00% • Students with Disabilities: 35.00% • Hispanic: 41.00% • White: 87.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 7.7 points below standard				2022-23: (2023 Dashboard) • All Students: 1.0 point below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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				• English Learners: 16.0 points below standard • Socioeconomically Disadvantaged: 13.0 points below standard • Students with Disabilities: 40.0 points below standard • Hispanic: 16.0 points below standard • White: 64.0 points above 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: 48.7% • English Learners: 59.0% • Socioeconomically Disadvantaged: 45.4%				2022-23: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 44.0% • Hispanic: 44.6% • White: 45.5%				• Students with Disabilities: 60.0% • Hispanic: 60.0% • White: 60.0%
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% • Hispanic: 24.10% • White: 57.14%				2022-23: • All Students: 38.00% • English Learners: 13.00% • Socioeconomically Disadvantaged: 32.50% • Students with Disabilities: 35.00% • Hispanic: 32.00% • White: 59.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 32.1 points below standard • English Learners: 54.7 points				2022-23: (2023 Dashboard) • All Students: 24.0 points below standard • English Learners: 47.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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				below standard • Socioeconomically Disadvantaged: 37.0 points below standard • Students with Disabilities: 50.0 points below standard • Hispanic: 38.0 points below standard • White: 9.0 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% • Hispanic: 30.3%				2022-23: • All Students: 60.0% • English Learners: 60.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 60.0% • Hispanic: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• White: 34.8%				• White: 60.0%
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: (2019 Dashboard) 46.4%				2022-23: (2023 Dashboard) 49.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 1.1%				2023-24: 15.0%
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% • Hispanic: 25.00%				2022-23: • All Students: 40.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 30.00% • Hispanic: 33.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A	$1,201,821.00	No
2	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,	$29,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • Tuition reimbursement for professional development: Resource: Title II Amount: $20,000 • Conference fees: Resource: Title II; Amount: $1,000		
3	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	$492,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: • Teacher Salaries: Resource: Title I; Amount: $39,000 • Certificated Admins: Resource: Title I; Amount: $12,200 • Instructional Aide salary and benefits: Resource: Title I; Amount: $56,992 • Benefits: Resource: Title I; Amount: $17,798 • Educational Software: Resource: Title I; Amount: $21,000		
4	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	$103,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. The following expenditures will be funded by federal Title funds: N/A		
5	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, outsourced SPED services fees, and SPED instructional materials and technology.	$495,703.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Certificated Pupil Support Salaries and Benefits: Resource: Title IV, Part A ESEA; Amount: $15,257		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 0%				2023-24: 5%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
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)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A		Yes
2	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	$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Educational Software - Resource: Title I; Amount: $1,200		
3	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.	$77,368.00	Yes

2021-22 Local Control Accountability Plan for Magnolia Science Academy-7

Action #	Title	Description	Total Funds	Contributing
		Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A		
4	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 federal Title funds: N/A	$93,455.00	Yes
5	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,	$187,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 2				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	10				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 15				2023-24: 10
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 13.7%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.09%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 7.8%				2023-24: 9.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 92.3% Families: 65.4% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 81% Families: 99% Staff: 97%				2023-24: Students: 80% Families: 100% Staff: 95%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 87%				2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. Charter School will also hold an annual meeting to inform parents and collect feedback		Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		
2	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: Infinite	$140,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • Teacher Salaries: Resource: Title I; Amount: $16,000 • Professional Services: Resource: Title I, Part A; Amount: $1,500		
3	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	$72,883.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for homeless students: Resource: Title I, Part A; Amount: $3,000 • School psychologist salary and benefits (partial): Resource: Title IV, Part A; Amount: $10,000		
4	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.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$10,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. Charter School will design and

implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize

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the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,105,166.00	$633,527.00		$490,681.00	$4,229,374.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,694,114.00	$1,535,260.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$19,500.00				$19,500.00
1	2	All	Instructional materials and technology	$198,968.00	$10,000.00		$8,000.00	$216,968.00
1	3	All	Clean and safe facilities that support learning	$480,868.00			$101,029.00	$581,897.00
1	4	Low Income	Healthy and nutritious meals	$11,000.00				$11,000.00
1	5	All	Well-orchestrated Home Office support services	$492,000.00				$492,000.00
2	1	All	Broad course of study and standards-based curriculum	$1,166,529.00	$35,292.00			$1,201,821.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$8,000.00			$21,000.00	$29,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$268,642.00	$40,857.00		$182,919.00	$492,418.00
2	4	English Learners	Designated and integrated ELD programs	$103,932.00				$103,932.00
2	5	Students with Disabilities	Support for students with disabilities		$368,579.00		$127,124.00	$495,703.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				$1,200.00	$1,200.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	$77,368.00				$77,368.00
3	4	Low Income	Physical education, activity, and fitness	$93,455.00				$93,455.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$9,000.00	$178,799.00			$187,799.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$104,021.00			$36,409.00	$140,430.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$59,883.00			$13,000.00	$72,883.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$1,500.00				$1,500.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$10,500.00				$10,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$747,301.00	$1,221,485.00
LEA-wide Total:	$747,301.00	$1,221,485.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$11,000.00	$11,000.00
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$29,000.00
2	3	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$268,642.00	$492,418.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	$103,932.00	$103,932.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,200.00
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,368.00	$77,368.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$93,455.00	$93,455.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	$187,799.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,021.00	$140,430.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,883.00	$72,883.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,500.00	$10,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

2021-22 Local Control Accountability Plan for Magnolia Science Academy-7

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021– 22**.	Enter information in this box when completing the LCAP for **2021– 22**.	Enter information in this box when completing the LCAP for **2022– 23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023– 24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024– 25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021– 22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org 323-826-3925

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Priorities 1: Teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 91%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 90%

Expected	Actual
90% **Baseline** 85%	
Metric/Indicator Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 50% English Learners: 10% Socioeconomically Disadvantaged: 49% Students with Disabilities: 23% Hispanic: 51% White: 39% **Baseline** 2016-17 (Baseline): All Students: 40% English Learners: 0% Socioeconomically Disadvantaged: 39% Students with Disabilities: 13% Hispanic: 41% White: 29%	2018-19: All Students: 43.07% English Learners: 6.67% Socioeconomically Disadvantaged: 41.84% Students with Disabilities: 14.29% Hispanic: 44.20% White: 31.71%
Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 8.5 points below standard English Learners: 53 points below standard	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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-Bell

Expected	Actual
Socioeconomically Disadvantaged: 10 points below standard Students with Disabilities: 97.4 points below standard Hispanic: 8.1 points below standard White: 15 points below standard **Baseline** 2016-17 (Baseline): All Students: 14.5 points below standard English Learners: 59 points below standard Socioeconomically Disadvantaged: 15 points below standard Students with Disabilities: 103.4 points below standard Hispanic: 14.1 points below standard White: 21 points below standard	
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 35% English Learners: 7% Socioeconomically Disadvantaged: 34% Students with Disabilities: 7% Hispanic: 36% White: 31% **Baseline** 2016-17 (Baseline): All Students: 29% English Learners: 1% Socioeconomically Disadvantaged: 28% Students with Disabilities: 1% Hispanic: 30% White: 25%	2018-19: All Students: 61.8% English Learners: 50.9% Socioeconomically Disadvantaged: 61.1% Students with Disabilities: 57.5% Hispanic: 61.9% White: 54.6%

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-Bell

Expected	Actual
Metric/Indicator Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 32% English Learners: 10% Socioeconomically Disadvantaged: 31% Students with Disabilities: 16% Hispanic: 30% White: 42% **Baseline** 2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32%	2018-19: All Students: 23.86% English Learners: 5.00% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 10.20% Hispanic: 23.73% White: 24.39%
Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 64.7 points below standard English Learners: 106.7 points below standard Socioeconomically Disadvantaged: 64.3 points below standard Students with Disabilities: 139.7 points below standard Hispanic: 64.7 points below standard White: 57.6 points below standard	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 below standard

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Expected	Actual
Baseline 2016-17 (Baseline): All Students: 70.7 points below standard English Learners: 112.7 points below standard Socioeconomically Disadvantaged: 70.3 points below standard Students with Disabilities: 145.7 points below standard Hispanic: 70.7 points below standard White: 63.6 points below standard	
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 23% English Learners: 7% Socioeconomically Disadvantaged: 23% Students with Disabilities: 7% Hispanic: 23% White: 32% **Baseline** 2016-17 (Baseline): All Students: 17% English Learners: 1% Socioeconomically Disadvantaged: 17% Students with Disabilities: 1% Hispanic: 17% White: 26%	2018-19: All Students: 60.1% English Learners: 70.2% Socioeconomically Disadvantaged: 57.9% Students with Disabilities: 73.8% Hispanic: 59.6% White: 64.1%
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20**	2019-20: 52.7%

Expected	Actual
100% **Baseline** 100%	
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** >25% **Baseline** 44%	2019-20: 8.6%
Metric/Indicator Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 60% **Baseline** 57%	2019-20: 92%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base Program A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs. B. Provide CCSS aligned materials and instruction to all students. C. Provide targeted teacher professional development to increase CCSS rigor and alignment.	(1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits LCFF Base $2,965,364	(1000s and 3000s) - Staff Salaries 0000: Unrestricted LCFF Base $2,965,813 (1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits Title I $182,044.97 (1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits Title IV $20,669.30

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

D. Develop a framework for MTSS implementation, with the main focus on Tier 1 academic and behavior support
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    Specific Schools: MSA Bell, All Schools
	CCSS textbooks and supplementals 4000-4999: Books And Supplies LCFF $52,779
	
	CCSA PD and MTSS (5000s) 5000-5999: Services And Other Operating Expenditures LCFF $350,000
		(1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits After School Education and Safety (ASES) $115,403.37
		
		CCSA Textbooks 4000-4999: Books And Supplies LCFF $84,415.61
		
		CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base $52,106.99
		
		CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures Title I $5,435.00
		
		CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures Title II $26,701.56
		
		Facility - LAUSD 5000-5999: Services And Other Operating Expenditures LCFF $378,276.00

Supplemental A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School B. Cloud-Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam	After-School Support (ASES stipends) 1000-3000: Salary and Benefits After School Education and Safety (ASES) $5000	After-School Support (ASES stipends) 1000-3000: Salary and Benefits After School Education and Safety (ASES) $13,460 Educational Software 4000-4999: Books And Supplies LCFF 5192

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
C. Systematic improvements in the delivery of Tier 1 PBIS supports. Includes: Restructure of Advisory, Addition of Learning Zone for targeted intervention, Development of Schoolwide and Classroom Expectation Matrix **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　　All **Location(s)** **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　　English Learners 　　Foster Youth 　　Low Income **Scope of Services** 　　LEA-wide **Locations** 　　Specific Schools: MSA Bell – all schools	Educational Software (MyOn, Paper) 4000-4999: Books And Supplies Title I $41,604	Educational Software 4000-4999: Books And Supplies Title I $36,345.06 Educational Software (ASES Function) 4000-4999: Books And Supplies After School Education and Safety (ASES) $1,750.00 Saturday School 1000-3000: Salary and Benefits Title I $5,400

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Base Program Actions include the following: Action A: Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs.; Action B: Provide CCSS aligned materials and instruction to all students; Action C: Provide targeted teacher professional development to increase CCSS rigor and alignment.

As an organization, the effort to document all expenditures has evolved to specific details for increased accountability to stakeholders. General funds were documented for staff salaries. However, staffing salaries come from various funds.

Example 1: Title 1 is used to fund 2 positions that support learning and family outreach such as the ELD Coordinator and Director of Outreach & Community Engagement. This is vital for ensuring services to our neediest population of students (EL) and educating/informing families of programs and resources that are available to students and families.

Example 2: Title 4 is used to fund 20% of the school psychologist to assist with student SEL/mental health and provide professional development to staff and families. The pandemic has made this service vital and essential to ensure everyone has the tools necessary to produce continual positive educational outcomes.

Example 3: ASES funds are the after-school program used to support and enhance the academic school program during after hours. Funding provides a human workforce to provide enriching activities, this transitions to remote due to the pandemic. The staff transitions to provide outreach and technical support to ensure connectivity and develop a virtual after-school program that is engaging and enriching for students.

Due to the pandemic, more materials were purchased to enhance learning remoting and support instruction. Several resources such as Spanish workbooks were purchased for all participating students to enhance their learning of a foreign language. Professional Development in the form of teacher development continues to be used to support our newest teachers with credentialing. Several staff members were encouraged to continue their professional development through college programs for master's degrees in the field of education. These are vital and incurred an additional expense during this time.

Supplemental Program Actions include the following: A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School; B. Cloud-Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam; C. Systematic improvements in the delivery of Tier 1 PBIS supports. Includes: Restructure of Advisory, Addition of Learning Zone for targeted intervention, Development of Schoolwide and Classroom Expectation Matrix

Educational software is vital for monitoring, enhancing instruction, and providing learning resources: Programs such as Paper, online 24/7 tutoring service; MyOn, virtual library of books for students; etc. Other programs that were not planned, were utilized during the Pandemic to enhance and making learning accessible such as KAMI, easyCBM, SoundTrap, Vocabulary.com, etc.

Additionally, teacher stipends were created through the usage of ASES and other additional funding sources to allow staff members to be more accessible to the learning community such as Saturday School, Extra Tutoring Sessions, or After-School program activities. These additional services and resources are intended to provide continual support to ensure that MSA Bell produces high-quality instruction, even though the pandemic has made it a challenge.

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A description of the successes and challenges in implementing the actions/services to achieve the goal.

Areas of Strength:
- Academic/After-School Program shifted remotely to continue to offer similar learning opportunities as in-person instruction.
- Support Staff shifted their duties to provide outreach to follows to ensure connectivity and access to resources; deliver technical support to ensure connectivity to learning; assist with the transition to COVID protocols to open safely for families; etc.
- MTSS and PBIS training continued and teacher leaders expanded their roles and capacity to analyze and monitor student data to guide grade level team instructional practices.
- Saturday School and Additional Tutoring sessions have provided multiple points of positive interaction between teacher to student. Per survey analysis, students are aware of the supports provided and are appreciative of the work that is being done.
- Students and Instructional Staff were nimble and adaptive to the various resources that are available to enhance instruction. Students have learned to utilize several platforms such as Zoom, KAMI, Paper, SoundTrap. These are very popular among the student body.

Areas of Opportunity:
- Although students are aware of the many facets of support available, few take full advantage of the resources are opportunities. Plans are being investigated to bring awareness to families of available resources.
- Certain platforms rolled out slowly, this delayed implementation with fidelity. For example, Paper (24/7 online tutoring service) was initiated towards the end of the first semester. This was a challenge because it leads to the closing of the semester with academic projects and NWEA MAP assessments.
- ASES program has seen a drop in student interest. This might be due to the fact that students are exhausted with zoom meetings. Per stakeholder survey, students did mention frustration with online learning style.

Goal 2

INNOVATION. All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: Priority 7: MSA Bell will provide programs and services outlined in its charter petition, certain programs and

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters. **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters. **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 18%

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Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club. **19-20** >20% **Baseline** 20%	
Metric/Indicator Percentage of our graduates will receive a blended learning educational experience in their program of study. **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo. **19-20** >80% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. Provide an educational program that allows students to enhance their learning experience through STEAM. B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring.	Student Instructional Materials 4000-4999: Books And Supplies LCFF $15,000 Student Instructional Materials (Electives) 4000-4999: Books And Supplies LCFF $5,000	Student Instructional Materials 4000-4999: Books And Supplies LCFF $7,963.81 Student Instructional Materials (Electives) 4000-4999: Books And Supplies LCFF $2,263.78

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

C. Provide access to technology that extends beyond the school walls. (Ex. Chromebooks for 6th grade)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   Specific Schools: MSA Bell, All Schools
	Technology Services 5000-5999: Services And Other Operating Expenditures LCFF $7,000
	
	Telecommunication (Internet and Phone System) 5000-5999: Services And Other Operating Expenditures LCFF $45,000
	
	Chromebooks 4000-4999: Books And Supplies LCFF $25,000
		Technology: iTV's 4000-4999: Books And Supplies Title IV $14,351.67
		
		Technology Services 5000-5999: Services And Other Operating Expenditures LCFF $22,440
		
		Telecommunication (Internet and Phone System) 5000-5999: Services And Other Operating Expenditures LCFF $30,439.33
		
		Chromebooks 4000-4999: Books And Supplies LCFF $22,477.90

Supplemental Services A. Provide counseling services to work with English Language Learners, homeless, foster youth students and parents on both social/emotional needs to build the path for college and career readiness. B. Provide training and regular updates to all staff in trauma informed practices. C. Provide essentials nourishment for all students to successful function in the learning environment by providing breakfast and lunch, through LA Café (LAUSD) services. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)**	Student Nutrition 4000-4999: Books And Supplies LCFF $123,000.00 Student Services (Counseling: CSUN & USC) 5000-5999: Services And Other Operating Expenditures Title I $11,000	Student Nutrition 4000-4999: Books And Supplies LCFF $69,961.02 Student Services (Counseling: CSUN & USC) 5000-5999: Services And Other Operating Expenditures Title I $3,415

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations** 　Specific Schools: MSA Bell – all schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following narrative explains the financial differences and how the learning community was able to shift to support all stakeholders given the challenges of the pandemic.
- Student instructional materials shifted to virtual. Although, textbooks and other resources were distributed to students. The Learning Management System and Google Suite allowed for the transition to virtual learning. Furthermore, this transition is essential as students transition to hybrid learning, and state/local guidance discourages sharing of student supplies in the classroom.
- Technology expenditure increased to accommodate the return of students into the classroom tools such as interactive televisions, document cameras (ELMO), and web cameras (PolyStudio) were purchased to support simultaneous learning when hybrid begins.
- Other Technology expenditures increased to accommodate student connectivity. Chromebook was budgeted to replace devices that are aging, which became useful as the need for students to have a laptop increased due to the pandemic. The budget was accurate, only the intended usage shifted. The pandemic and remote learning increased the parent's need for connectivity through the Internet. MSA Bell provided hot stops to families based on the needs assessment conducted through outreach, and the growing or fluctuating needs at home.

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- Student nutrition services transition to feeding pods. Since no food services were provided on campus through LAUSD, billing has been suspended at the moment. Instead, students/families were guided to various Grab N' Go locations around the neighborhood to support families.
- Student Services has also shifted due to the strict requirements of the pandemic. Through partnerships, MSA Bell was able to acquire university interns and the services of CareSolice to assist families with the growing need for mental health.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Areas of Strength:
- Strong technology background supported the transition from in-person to remote learning during the pandemic. MSA Bell had better than the 1:1 computer ratio.
- Ability to research and communicate with approved vendors lead to the acquisition of technology to continue remote learning and transition to hybrid. This included the purchases of technological tools such as Chromebooks, interactive televisions, document cameras, web cameras, hot spots, as well as cloud-based learning platforms to support and enhance learning.
- The learning community's ability to support student services increased with the engaged robust dialogue and action plans with administration and teacher leaders to analyze and monitor data to ensure student support. Additionally, a social worker intern was added to the team to support staff training and services to students. This addition will be examined further for next year to ensure an extensive team to support student's SEL, as they return to school.

Areas of Opportunity:
- Student Services and supports will need to be expanded as the need is expected to grow as students return to school. Partnerships with CareSolice, Community Family Guidance Center, and University interns will be pivotal to support students and families with the transition.
- Internet Connectivity. Although students were provided Hot Spot, this device is not a full replacement for Internet service at home. Some Hot Spot services were inconsistent based on the area of service and the number of devices connected with the student. Finding local city opportunities to provide families with home Internet will be a more viable option in the near future.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	Priority 3: MSA Bell will hold quarterly School Site Council (SSC) meetings.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** >4 **Baseline** 4	2019-20: 5 (in progress)
Metric/Indicator Number of ELAC meetings per year **19-20** >4 **Baseline** 4	2019-20: 4 (in progress)
Metric/Indicator Number of PTF meetings per year **19-20** >5 **Baseline** 5	2019-20: 5 (in progress)

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Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** >5 **Baseline** 5	2019-20: 5 (in progress)
Metric/Indicator Frequency of SIS record update **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily
Metric/Indicator Number of progress reports sent to families per year. **19-20** 4 **Baseline** 4	2019-20: 3 (in progress)
Metric/Indicator Percentage of students who have been –visited by the staff per year **19-20** >25% **Baseline** 20%	2019-20: 15% (in progress)
Metric/Indicator ADA Rate **19-20** >96% **Baseline**	2019-20: 96.93%

Expected	Actual
97%	
Metric/Indicator Chronic Absenteeism Rate **19-20** <4% **Baseline** 4.4%	2019-20: 3.3%
Metric/Indicator Middle School Dropout Rate **19-20** <1% **Baseline** 0%	2019-20: 0 (in progress)
Metric/Indicator Student Suspension Rate **19-20** <1% **Baseline** .1%	2019-20: 0% (in progress)
Metric/Indicator Student expulsion rate **19-20** <1% **Baseline** 0%	2019-20: 0% (in progress)
Metric/Indicator School experience survey participation rates **19-20** Students: >90% Families: >90%	2019-20 Survey Participation Rates: Students: 97% Families: 87.3% Staff: 100%

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Expected	Actual
Staff: >90% **Baseline** Students: 94% Families: 100% Staff: 100%	
Metric/Indicator School experience survey average approval rates **19-20** Students: >80% Families: >90% Staff: >85% **Baseline** Students: 83% Families: 96% Staff: 89%	2019-20 Survey Average Approval Rates: Students: 70% Families: 96% Staff: 88%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A. PBIS – develop a strategy to encourage good behavior B. Continue to develop various methods of communication with all stakeholders C. Transition to installation of cloud services used on our campus (Illuminate, Parent Square, Summit Learning Platform)		

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

D. Restructure after-school program, Magnolia Scholar's Club, to better align with CASEL framework.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    Specific Schools: MSA Bell, All Schools		

Supplemental Services A. In order to engage families and connected with all the academic aspects of our school, staff will conduct home visits. B. Family workshops will be created to support various aspects of adolescent and career/college readiness. C. Provide snacks and beverages for various family engagement educational meetings. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)**	Home Visits 1000-3000: Salary and Benefits Title I $7,700 Other Food/Professional Development and ASES 4000-4999: Books And Supplies LCFF $3,000	Home Visits 1000-3000: Salary and Benefits Title I $7,700 Other Food/Professional Development and ASES 4000-4999: Books And Supplies LCFF $4,238.89

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   Specific Schools: MSA Bell – all schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following narrative explains the financial differences and how the learning community was able to shift to support all stakeholders given the challenges of the pandemic.
- Home Visits is the innovative practice of the charter to connect families to the learning community. This has helped staff build better connections to their students and families and best plan the necessary supports to ensure whole child success. This was suspended for the remainder of the year and transitioned to virtual home visits.
- Due to the pandemic, in-person meetings were suspended. All meetings were conducted through zoom. Since families' ability to connect or be available for meetings was a challenge, short informational sessions were recorded and made accessible to families to watch and re-watch when it was most appropriate to them. Analytics monitor stakeholder engagement. This practice demonstrated success and be explored further in the following school year.
- Professional Development opportunity was expanded for the teaching staff through Kagan training. Kagan produced training to increase student engagement in the remote setting, which was most appropriate given the current circumstances.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Areas of Strength:
- Leadership distance to student homes. This leads to home visits to provide connectivity with technology or parental support.

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- Provide professional development immediately based on the learning community's needs. Kagan training supported staff with professional development to support student engagement in a remote setting.
- Adaptive strategies to engage families with resources and supports through various communication means. Support staff leads an effort to ensure all families had access to some of the major platforms to engage with their child academically and communicate with the school, Illuminate, and ParentSqaure. Furthermore, short informational video postings were generated for families to access at their convienance.

Areas of Opportunity:
- ASES enrollment has been a challenge to maintain and increase. Student surveys and transition to e-sports was made this year to increase enrollment. However, due to the increase of zoom time, many students have been zoom fatigue.
- Student engagement has been a challenge. Although the hybrid option has been introduced, only 18% of the student body is present in-person and a majority of students that need the in-person support has opted out.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE	47,820	72,000	Yes
High Quality Instruction: Teacher Credentialing Professional Development	21,999	32,041	Yes
Instructional Materials and Technology: Textbooks	26,244	10,858	No
Clean and Safe facilities that support learning: Facility	385,000	385,000	No
Healthy and nutritious needs: Student Meals	123,000	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following narrative explains the financial differences and reason for the financial adjustment
- Personal Protective Equipment was increased to include air purifiers, desk barriers, cleaning equipment, and other supplies to ensure the safety of all students and staff as they return to school for a hybrid.
- HQI. This expense is a combination of teachers completing their credential clearance program and allowance for continued education. The budget was adjusted to allow for tuition reimbursement. The investment in educational staff is crucial to ensure high-quality instruction as staff members continue in an educational-approved field.
- Textbook purchases. Due to the pandemic, it was necessary to transition to an electronic version of instruction materials. This includes fully utilizing the resources of the Learning Management System and the Google Educational Suite. Therefore the need for textbook materials and resources was limited.
- Facility. As of right now, this is the anticipated expense. It is expected to climb due to the workforce works required to ensure the campus is cleaned per state and local guidelines during this pandemic.
- Nutrition. Since the pandemic, LAUSD transitioned to Grab N' Go pods across various communities. Food services were closed on campus to shift support to distribution pods. As of right now, there is no further anticipate the cost for food.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Areas of Strength:
- Personal Protective Equipment has been purchased and is adequate to ensure the safety of all on campus.
- Professional Development and continued education for staff were re-emphasized. This is crucial to ensure the support and growth of all teaching staff members.
- Grab N' Go transition to campus for hybrid students has been smooth. It appears that more of the student body is taking advantage of the opportunity, which also highlights the community need.

Areas of Opportunity:
- Personal Protective Equipment that was purchased will be more than sufficient beyond the summertime. It is anticipated that much equipment will be remaining at the end of the pandemic.
- Students that are not present in person might not be fully utilizing the food services that have been made available. Having the student body on campus demonstrates that the need is high in the community.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Equipment to ensure connectivity for students such as the additional purchase of Chromebooks and Hot Spots and other associated materials	89,523	148,500	Yes
Online learning platforms to enhance learning and assist with mitigating learning loss through remote/distance learning that includes: [Zoom, Papers, easyCBM, GoalBooks, BrainPop, MyOn - $42,000], NWEA MAP $6,000, Illuminate SIS $2,500) change Illuminate $5,000	50,500	54,258	Yes
Purchase of equipment to ensure teachers deliver high-quality instruction through remote/distance learning	27,000	50,618	Yes
Instructional Materials and Technology: Basic Software: Zendesk, AssetWorks, etc.	2,700	1,300	Yes
Digital Literacy and Citizenship Programs: Internet Security Program	34,790	25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following narrative explains the financial differences and reason for the financial adjustment:
- Technological equipment purchases has increased due to the immediate need to support continued education remotely and the need to support hybrid instruction. This includes purchases of additional chrome books, hot spots, educational cloud based programs, interactive televisions, web cameras, document cameras, teacher computers, and student instructional materials.
- Other expenses such as instructional materials and technology and digital literacy and citizenship programs are still ongoing until the end of the school year. It is anticipates that the budgeted amount will be used by the end of the fiscal year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Areas of Strength:
- Personal Protective Equipment has been purchased and is adequate to ensure the safety of all on campus.
- Staff ability to resource and utilize resources to ensure the best equipment is purchased for simultaneous instruction.
- Ability to assess the needs of the student body and accommodate to ensure connectivity to learning. This includes conduction of a needs access to determine students that will need Chromebooks and Hot Spots, as well as provide technical support remotely and in-person.
- Administration team and teacher leaders meet for MTSS meetings to monitor and analyze student academic progress. This process has been developed and expanded during the pandemic. This practice will continue for the 2021-22 school year.
- Utilizing several data points to monitor student's academic progress and share with faculty in order to support instructional practices and make adjustments.

Areas of Opportunity:
- Internet is a challenge for families. Although Hot Spots are provided, this is not a replacement for home Internet Services. The future plan includes identifying low-cost opportunities that families can take advantage of for this growing need.
- Student accountability at home vs. in-person. Student engagement has been a challenge and family have been frustrated with other challenges due to the pandemic. This has been a difficult year for learning and much SEL support will be needed to ensure students are able to return back to school in 2021-22.
- Building student capacity in certain skills will be re-emphasized for 2021-22. This includes essential skills such as email, calendar, etc. Per phone volumes, this has been identified as an area of opportunity.
- Student engagement has been identified as an area of opportunity. Per student surveys, it is noted that the remote setting for learning is a challenge and difficult to engage. Several teachers have expressed the same challenge, as some students are reluctant to interact through zoom sessions.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ASES program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	148,040	148,040	No
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	43,072	36,012	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps.	$30,000	27,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

> The following narrative explains the financial differences and reason for the financial adjustment:
> - Expenditures are on par as expected. Summer School was less due to the remote setting and high usage of cloud based programs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

> Areas of Strength:
> - Staff ability to resource and utilize resources to ensure the best equipment is purchased for simultaneous instruction.

- Ability to assess the needs of the student body and accommodate to ensure connectivity to learning. This includes conduction of a needs access to determine students that will need Chromebooks and Hot Spots, as well as provide technical support remotely and in-person.
- Administration team and teacher leaders meet for MTSS meetings to monitor and analyze student academic progress. This process has been developed and expanded during the pandemic. This practice will continue for the 2021-22 school year.
- Utilizing several data points to monitor student's academic progress and share with faculty in order to support instructional practices and make adjustments. A schoolwide calendar for IAB and MAP assessments has been developed and followed with fidelity.
- Creating instances such as Saturday School and Extra Tutoring Sessions have created opportunities for students to interact with adults on campus. Per the stakeholder survey, students valued this effort from the faculty.

Areas of Opportunity:
- Internet is a challenge for families. Although Hot Spots are provided, this is not a replacement for home Internet Services. Effectively monitoring data sets through state platforms such as IABs, and district platforms such as MAP assessment can be a challenge when the internet is not running to full capacity. The future plan includes identifying low-cost opportunities that families can take advantage of for this growing need.
- Student accountability at home vs. in-person. Student engagement has been a challenge and family have been frustrated with other challenges due to the pandemic. The school's struggle has been to engage all students, 100%, to develop a clear picture of learning loss and the adjustments that will need to be made schoolwide.
- Student engagement has been identified as an area of opportunity. Per student surveys, it is noted that the remote setting for learning is a challenge and difficult to engage. Several teachers have expressed the same challenge, as some students are reluctant to interact through zoom sessions and the volume of student participation has decreased in these additional opportunities.
- Small Group Support was created as an opportunity to provide dedicated individualized support with the content teacher. Although arrangements were made with families and students, many students were reluctant to participate. Several staff members made these sessions to include all students and some did take advantage of the opportunity.

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Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Areas of Strength:
- Support Staff conducted a needs assessment to ensure connectivity to learning. Part of this needs assessment included the identification of socio-emotional support for the student and families.
- Adoption and partnership with CareSolice, Community Family Guidance Center (CFGC), and social worker (university intern) has provided many avenues of support for students and families. The goal is to capitalize on these resources and expand for the continual increase of needs.
- MTSS meetings with administration and teacher leaders have demonstrated great growth to develop monitoring data points and robust dialogue on how to support students and families.
- Wellness Surveys throughout to year to best assess the needs of students and families. This has provided follow-up opportunities.

Areas of Opportunity/Challenges:
- Due to the pandemic, it has been difficult to connect with several students to identify immediate needs.
- Due to data monitoring, site leadership has been able to identify needs and develop plans. However, this has been a challenge for implementation since most students are in a remote setting.
- Due to the increased needs and support in the area of mental health, service providers have been having a difficult challenge finding sufficient counselors to support students and families. More research will be needed to expand to additional resources within the community.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Areas of Strength:
- School Platforms have allowed a smooth transition from paper-based to electronic-based forms.
- Stakeholder meetings continue during the pandemic. However, a shift has been made to create short informational videos for families to access at their convenience.
- Support Staff role adjusted to family outreach to ensure connectivity and assess needs. Per stakeholder survey, families are appreciative of the supportive staff during the pandemic.

Areas of Opportunity:
- Stakeholder Survey participation rates were low, 41.5%. It is evident that electronic-based forms are still a challenge for our community.

- Follow-up with mental health services has been a challenge due to various unknown factors. For example, families can have challenges coordinating appointments with service providers. This is often due to the community's high need at the moment.
- Outreach challenging as the pandemic has stressed families to continue engaging with school follow-ups.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Areas of Strength:
- MSA Bell partners with LAUSD (LA Cafe) Food Services to ensure services to the student body. Due to the pandemic, services shifted to Grab N' Go distribution centers. Distribution centers were shared with families to encourage participation and provide valuable resources.
- Partnership with LAUSD Food Services has transitioned to Grab N' Go services during the hybrid model. Food provided includes lunch, supper, and next-day breakfast.

Areas of Opportunity:
- Unable to track the number of families engaged with food services. It is difficult to evaluate this need outside of the stakeholder survey.
- With the transition to hybrid, distribution pods transitioned to school site services. As of 5/17/21, only 18% of the student body participates in-person/hybrid model.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support to the neediest students as identified through internal data measuring tools. All teachers will provide essential academic support for foundational skill building.	888,655.00	606,953.60	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support for students with disabilities. Main focus will be on foundational skills.	533,900.00	437,920.40	No
Distance Learning Program (Staff Roles and Responsibilities)	Distance Learning Schedule adjusted to provided small group support for students with Language Acquisition Needs. Main focus will be on foundational skills.	78,881.00	56,100.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In the early developments and exploration of the Learning Loss Mitigation funding, the initial plan considered the additional funding for salaries to account for the extensive work to ensure that student learning continuum, and extensive academic supports. Especially in the academic areas of mathematics and English Language Arts and the neediest student population of English Language Learners and Students with Disabilities.

- Section 1 considered the extensive usage of English Language Arts and Mathematic teachers, as well as additional teachers that demonstrated strength and ability to support in these content areas.
- Section 2 considered the extensive support of the SPED team which includes resources specialists, psychologists, and instructional aides. The plan provided ongoing small group instruction throughout the week, and assessments/services that were deemed to be safe during the pandemic.
- Section 3 considered the extensive support of the ELD Coordinator. The instructional plan includes extended hours of training for ELPAC, small group instruction throughout the week, push-in support in the virtual setting, professional development for staff.

Upon further investigation and research, it was determined that the additional salary increase was not necessary and the funding was used to support the following:

- Programs to enhance instruction this includes program platforms and additional supports through tutoring, Saturday sessions, Summer sessions, and recovery sessions
- Purchase of supplies and equipment to ensure the health and safety protocols are in place for mitigating COVID spread in the learning community
- Technological equipment to support connectivity for students and staff
- Support of other learning mitigating loss measures

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Upon reflection and analysis of several data sets, the following includes lessons learned from the transition of in-person to distance learning to hybrid:

- The Learning Management System, Summit, was crucial to a smooth transition as it provided an online platform for curriculum and instruction, and data points related to academic progress; engagement; mentorship (SEL); and other monitoring tools to ensure continuity of instruction. The LMS will be explored further to ensure systems are in place for complete curriculum fidelity to address instructional equities.
- The importance of 'soft skills' to complement 'hard skills.' These are essential characteristics that are non-technical but relates to how the individual works and interact with others, such as communication, teamwork, and other interpersonal skills. Emphasis on these 'soft skills' will be prioritized.
- Social-Emotional Learning/Development is crucial for students returning to campus. Partnerships with Family Community Guidance Center, CareSolice, and University Interns provided need support. Based on overwhelming demand, it will be essential to explore other potential options which include expanding partnerships, utilizing social workers, and training faculty. The ability to connect students to adults is vital and the need for mentorship will be re-emphasized.
- Consider various options or opportunities to engage students through Total Participation Strategies. This is essential for social development and supporting English Language Domains.
- Review and adjust behavior expectation matrix. As students return back to campus, there will be a need to train and educate students on schoolwide expectations.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss is assessed through the various systems already in place at the school site and across the organization.
1. Learning Management System monitors student's various academic outcomes, which is used to inform instruction. Data measurements include: Power Focus Area; Overdue Projects; Cognitive Skills; Math Unit Progress; Project-Based Learning; Mentorship; and Self-Directed Learning Implementation
2. MyOn Lexile assessment. The cloud-based program provides students with access to a digital library of books for students to read. Furthermore, the platform has the ability to assess students on their Lexile levels and monitor progress schoolwide and per individual student. Therefore, adding another opportunity to monitor student academic progress.
3. Interim Assessment Blocks (IABs) are strategically placed within the course curriculum map and utilized as a unit assessment to measure student academic progress in specific domains. The school site has an internal process to assist teachers with backward planning to ensure preparation and the neediest student populations are emphasized.
4. NWEA MAP is a staple across MPS. The assessment is used 3 times throughout the school year, Fall, Winter, and Spring. MAP assessment monitors student's academic progress and informs instruction by identifying areas of strength and need. Furthermore, iXL will be implemented the following school year to provide intervention in areas of academic gaps for students. iXL integrates with NWEA MAP assessment, allowing a streamline of resources to support student learning.
5. Stakeholder Surveys and Health & Wellness Surveys. These survey tools are used to measure the school climate and assess the SEL of the learning community. The data is reviewed by leadership to inform instruction and adopt necessary changes to ensure student growth in academic and social areas.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The major difference in funding in this section is associated with the early understanding of the usage of the first round of Learning Loss Mitigating Funds. The school-site workforce was shifted to adjust to the pandemic. Staff was expected to perform duties above and beyond during this time period to ensure our families and students remain connected to the school through family education of resources, connectivity to learning, and other resources necessary to continue learning and supporting the mental well-being of all.

Funding re-shifted to support re-opening of the campus for employee office personnel and to transition to hybrid learning. The school site incurred costs for this undertaking. Below are a few examples and further details/evidence can be found throughout the LCP:
- Personal Protective Equipment such as face coverings, barriers, cleaning supplies and equipment, etc.
- Technology purchases to support learning in the classroom virtually and remotely such as interactive televisions, web cameras, document cameras, upgrade faculty computers
- Connectivity technology for students such as Chromebook, Hot Spots, and other learning tools to support remote

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Although the 2019-20 school year shifted abruptly from in-person to remote, MSA Bell continued internal assessments and monitor student progress through the LMS to determine student needs and inform instruction. This included:
- NWEA Measures of Academic Progress (MAP) assessments
- Interim Assessment Blocks (IABs)
- MyOn Lexile assessment
- Learning Management System Data Monitoring of Academic Outcomes, Project-Based Learning Implementation, Mentorship Implementation, and Self-Directed Implementation

The data provided valuable insight on student learning and demonstrated their resilience to performance to the best of their ability. Below are some data notables:
- Effective usage of the LMS for learning provides student data to create academic support plans. Leadership is working to ensure the LMS is capturing all lesson plans and assignments so that monitoring can be effective and efficient.
- 90% of students were able to complete assessments remotely. This data is essential to determine student readiness for assessments. The data also presented the need to ensure all students have a school-sponsored device so that it can be programmed to ensure students have access to assessments. Lastly, the data determine that certain students are not connecting and a more intensive plan will need to be formulated to ensure connectivity and accountability.
- MAP Assessments: School-wide gains were noted in all grade levels in ELA and Math. 6th Grade Math and 7th Grade ELA slightly below the expected marks. These are still remarkable figures considering the shift that students and teachers had to make to ensure learning continues.
- Per MAP data: Free- and Reduced, English language Learners, and Students with Disabilities continue to be our neediest group of students. Plans are in place to continue with SPED support and build capacity. The SPED model will be replicated with ELs and monitored for academic progress.
- Per Stakeholder Survey, students and families are appreciative of the supports and resources that are made available. However, stakeholders long for the social interaction that is associated with in-person instruction. At the present moment, the learning community has a hybrid academic schedule providing families with the option of hybrid or remote. 18% have elected to by in hybrid and 88% elected remote learning.

Below are actions that are being formulated into the 2021-22 LCAP
- Supplemental instruction and supports through Summer School, Saturday School, Winter Session, and additional tutoring sessions by teaching faculty

- Enhancements to support learning and close the achievement gap through providing bilingual paraprofessionals to support learning and providing 24/7 online tutoring through Paper
- Integrating services to address student/family mental health and well-being through mental health partnerships, hiring a social worker, supporting and developing character education for students, and mentorships
- Creating community learning hubs through the increase of technological devices for students, increase the Internet Broadband to meet usage demand, and developing partnerships in the community to provide families with access to resources
- Increase grade promotion through the development of various learning pathways and exposure to higher education and career options
- Training for school staff with strategies to enhance learning and support social-emotional health

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov*.*

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,656,447.00	4,078,264.26
After School Education and Safety (ASES)	5,000.00	130,613.37
LCFF	625,779.00	627,668.34
LCFF Base	2,965,364.00	3,017,919.99
Title I	60,304.00	240,340.03
Title II	0.00	26,701.56
Title IV	0.00	35,020.97
	0.00	35,020.97
	0.00	20,669.30

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	3,656,447.00	4,078,264.26
0000: Unrestricted	0.00	2,965,813.00
1000-3000: Salary and Benefits	2,978,064.00	344,677.64
4000-4999: Books And Supplies	265,383.00	248,959.74
5000-5999: Services And Other Operating Expenditures	413,000.00	518,813.88
	413,000.00	518,813.88

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	3,656,447.00	4,078,264.26
0000: Unrestricted	LCFF Base	0.00	2,965,813.00
1000-3000: Salary and Benefits	After School Education and Safety (ASES)	5,000.00	128,863.37
1000-3000: Salary and Benefits	LCFF Base	2,965,364.00	0.00
1000-3000: Salary and Benefits	Title I	7,700.00	195,144.97
1000-3000: Salary and Benefits	Title IV	0.00	20,669.30
4000-4999: Books And Supplies	After School Education and Safety (ASES)	0.00	1,750.00
4000-4999: Books And Supplies	LCFF	223,779.00	196,513.01
4000-4999: Books And Supplies	Title I	41,604.00	36,345.06
4000-4999: Books And Supplies	Title IV	0.00	14,351.67
5000-5999: Services And Other Operating Expenditures	LCFF	402,000.00	431,155.33
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	52,106.99
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00	8,850.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	26,701.56
		11,000.00	8,850.00
		0.00	26,701.56

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,414,747.00	3,893,012.86
Goal 2	231,000.00	173,312.51
Goal 3	10,700.00	11,938.89

* Totals based on expenditure amounts in goal and annual update sections.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$604,063.00	$499,899.00
Distance Learning Program	$204,513.00	$279,676.00
Pupil Learning Loss	$221,112.00	$211,552.00
Additional Actions and Plan Requirements	$1,501,436.00	$1,100,974.00
All Expenditures in Learning Continuity and Attendance Plan	$2,531,124.00	$2,092,101.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$411,244.00	$395,858.00
Distance Learning Program		
Pupil Learning Loss	$148,040.00	$148,040.00
Additional Actions and Plan Requirements	$533,900.00	$437,920.40
All Expenditures in Learning Continuity and Attendance Plan	$1,093,184.00	$981,818.40

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$192,819.00	$104,041.00
Distance Learning Program	$204,513.00	$279,676.00
Pupil Learning Loss	$73,072.00	$63,512.00
Additional Actions and Plan Requirements	$967,536.00	$663,053.60
All Expenditures in Learning Continuity and Attendance Plan	$1,437,940.00	$1,110,282.60

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org 323-826-3925

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM).

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has 440 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 90.45% Hispanic/Latino and 7.95% White (Arabic), 84.5% socioeconomically disadvantaged, 10.2% special education, and 12.5% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and family training.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, California has suspended the reporting of state and local indicators in the 2020 Dashboard. However, the strengths and needs are listed below based on the 2019 Dashboard Data. MSA Bell has developed various monitoring points to ensure the

'whole child.' References to these data sets will be made available and shared with stakeholders to solicit feedback and conduct an assessment of strengths and opportunities.

Strengths
1. English Language Arts for all students increased by 14.7 points, 17.7 points below, and neediest student groups (EL & SPED) showed growth. In comparison with the state, all students increased by 3.7 points, 2.5 points below standard.
2. Mathematics for all students increased by 7 points, 74 points below, and neediest student groups (EL & SPED) showed growth. In comparison with the state, all students maintained by 2.9 points, 33.5 points below standard.
3. English Learner Progress shows 52.7% of all EL students making progress towards English language proficiency. In comparison with the state of 48.3% making progress towards English language proficiency.

Due to the pandemic, MSA Bell will seek opportunities to further build capacity at the school site to support the socio-emotional needs of students as they return to campus. This includes ongoing professional development and curriculum for faculty and exploring partnerships with local health & wellness agencies. In regards to academic progress in the areas of mathematics and English Language Arts, systems and procedures have been developed and refine to monitor and assess students for academic progress. For the 2021-22 school year, iXL will be utilized to provide intervention to address learning gaps. iXL integrates with NWEA MAP assessment, therefore providing necessary information to inform instruction and develop school-wide strategies to address the learning needs of all students, especially ELs and SWDs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, California has suspended the reporting of state and local indicators in the 2020 Dashboard. However, the strengths and needs are listed below based on the 2019 Dashboard Data. MSA Bell has developed various monitoring points to ensure the 'whole child.' References to these data sets will be made available and shared with stakeholders to solicit feedback and conduct an assessment of strengths and opportunities.

Opportunities
1. Chronic Absences are at 5% and increased by 1.8%. In comparison with the state, all students increased by 1.1 points, 10.1% chronically absent.
2. Suspension rate 1.4% increased by 1.4%. The rate is lower than the state rate of 3.4%

Due to the pandemic, school conditions and climate will be an area of focus as students get re-acclimated to the school setting. This will include reinstituting the PBIS program and conducting a needs assessment to ensure the program is effective for student positive development. Furthermore, leadership will review the LMS to ensure curriculum and instruction fidelity. Assessment plans will continue through NWEA MAP and IABs, these are added to the instructional curriculum calendar with an emphasis on instructional supports for ELs and SWDs. Additionally, iXL will be utilized as the interventional tool for student learning gaps and will be embedded into daily instruction.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP goals started through a collaborative effort of gathering input from all stakeholders and available data from surveys and student academic performance. Based on input and data, we have revised our existing actions/services, measurable outcomes, and planned for new ones. Some of the highlights include:

1. Stakeholder engagement in the shared decision making, especially in the area of blending learning and academic area of mathematics for all students and support of student groups (ELLs and SWD) in ELA and math.
2. Opportunities for professional learning for all stakeholders through workshops and supports, in socioemotional development and academic support in areas like mathematics and blending learning.
3. School community that provides programs to support the socioemotional development and academic learning of all students.

Our learning community has worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to promote a positive learning experience for our students, MSA Bell has established a culture of partnership with families, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include PAC/Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Public School Choice (PSC) review, Charter School Division (CSD) review, Coffee Chat meetings, Board of Directors meetings, Principal meetings, and staff meetings. Feedback from our committees and meetings provide valuable input for the new LCAP. In addition, the MSA Bell conducts surveys for families, students, and staff, and the school staff conducts home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress. WASC accreditation provides a reflective opportunity to gather stakeholder feedback and input with action plans for continuous school improvement. The collaborative process monitors performance data, student needs, identifies goals, implements appropriate interventions/preventions. The PSC process allows stakeholders the opportunity to review school data, understand elements of a high quality school and review the school proposals and offer their feedback. The various opportunities provide stakeholder engagement to address the needs of the student. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA Bell has held its periodical meetings this year to gather input from our stakeholders. These include 10 PAC/PTF meetings, 6 SSC meetings, 4 ELAC meetings, several parent activities/events including Coffee Chat meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. Majority of our stakeholders participated in this survey. The staff has completed 25% of its home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

MSA Bell throughout the school year held various meetings through PAC, SSC, ELAC, and informational sessions, as well as stakeholder surveys, to gather input to support the direction and funding essential to meet the needs of the learning community. Below are a few trends that have influenced the development of the goals and expense:

1. Safety for students, staff, and families in the form of environmental climate and socio-emotional support. This includes hiring and training of staff members and supplemental support from organizations and cloud-based platforms.

2. Academic Growth outcomes for ELs and SWD. This includes the hiring and ongoing support of staff members to support student's academic endeavor, usage of programs to identify and intervene in academic areas of need and provide additional resources in the form of programs or additional support through Summer School, Winter Session, Additional Tutoring Sessions, and Home Visits.
3. Stakeholders recognize the mission, vision, and core values of the organization. Stakeholders are pleased and continue to support the learning community to provide a program centered around Excellence, Innovation, and Connection. MSA Bell will continue to offer a project-based learning experience that provides students with the tools and skills necessary to advance their academic pursuits and societal contributions. MSA Bell will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interest, and career plans to make every learner college- and career-ready. MSA Bell will continue to create and expand a climate that provides a sense of connection and belonging to support students' development of personal and academic networks for long-term resilience and connection.

These elements continue to be vital for our stakeholders and the learning community is committed to adapt and equip all stakeholders to meet their fullest potential and endeavors.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders have reviewed input in order to adjust all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

1. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR), especially for our dually identified students (SWD & ELs)
2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)
3. An 'advance pathway' course selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.
4. Professional Development sessions to support families with various aspects relating to the development of the 'whole child.'

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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 the provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 92.0%				2023-24: (Spring 2023 to Fall 2023) 90.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 98.0%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$20,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
2	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, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall,	$331,268.00	No

Action #	Title	Description	Total Funds	Contributing
		Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A		
3	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 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, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$544,848.00	No

Action #	Title	Description	Total Funds	Contributing
4	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, and water. The following expenditures will be funded by federal Title funds: N/A	$124,000.00	Yes
5	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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)	$874,858.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 98%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 68%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 120.7				2023-24: 125.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 45.06% • English Learners: 6.67% • Socioeconomically Disadvantaged: 41.84% • Students with Disabilities: 14.29% • Hispanic: 44.20% • White: 31.71%				2022-23: • All Students: 48.00% • English Learners: 11.00% • Socioeconomically Disadvantaged: 48.00% • Students with Disabilities: 21.00% • Hispanic: 50.00% • White: 37.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 17.7 points below standard				2022-23: (2023 Dashboard) • All Students: 11.0 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- 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 above standard				- English Learners: 64.0 points below standard - Socioeconomically Disadvantaged: 12.0 points below standard - Students with Disabilities: 77.0 points below standard - Homeless: 17.0 points below standard - Hispanic: 9.0 points below standard - White: 30.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	2018-19: - All Students: 61.8% - English Learners: 50.9% - Socioeconomically				2022-23: - All Students: 66.0% - English Learners: 60.0% - Socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	Disadvantaged: 61.1% • Students with Disabilities: 57.5% • Hispanic: 61.9% • White: 54.6%				Disadvantaged: 65.0% • Students with Disabilities: 60.0% • Hispanic: 65.0% • White: 60.0%
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: 23.53% • Students with Disabilities: 10.20% • Hispanic: 23.73% • White: 24.39%				2022-23: • All Students: 30.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 30.00% • Students with Disabilities: 17.00% • Hispanic: 30.00% • White: 30.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard	2018-19: (2019 Dashboard) • All Students: 74.0 points below standard • English Learners:				2022-23: (2023 Dashboard) • All Students: 68.0 points below standard • English Learners:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	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				110.0 points below standard • Socioeconomically Disadvantaged: 68.0 points below standard • Students with Disabilities: 115.0 points below standard • Homeless: 47.0 points below standard • Hispanic: 68.0 points below standard • White: 68.0 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: 60.1% • English Learners: 70.2% • Socioeconomically Disadvantaged: 57.9%				2022-23: • All Students: 65.0% • English Learners: 75.0% • Socioeconomically Disadvantaged: 62.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 73.8% • Hispanic: 59.6% • White: 64.1%				• Students with Disabilities: 83.0% • Hispanic: 64.0% • White: 73.0%
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: (2019 Dashboard) 52.7%				2022-23: (2023 Dashboard) 54.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 12.5%				2023-24: 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%				2022-23: • All Students: 35.00% • English Learners: 10.00% • Socioeconomically Disadvantaged: 37.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Students with Disabilities: 4.55% - Hispanic: 31.90% - White: 7.69%				- Students with Disabilities: 11.00% - Hispanic: 37.00% - White: 14.00%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A	$1,340,678.00	No

Action #	Title	Description	Total Funds	Contributing
2	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 federal Title funds: • Services & Other Operating Expenses - Professional Development: Resource: Title II, Part A; Amount: $31,500	$61,500.00	Yes
3	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	$533,274.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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/ELD coordinator salary and benefits, instructional aide 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 (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Salary and Benefits: Resource: Title I, Part A; Amount: $139,667 • Educational Software: Resource: Title I, Part A; Amount: $36,000		
4	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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: MPS ELD Coordinator salary and benefits, EL instructional aide salary and benefits The following expenditures will be funded by federal Title funds: N/A		
5	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	$1,053,626.00	No

Action #	Title	Description	Total Funds	Contributing
		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 salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 19%				2023-24: 20%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
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)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A		Yes
2	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	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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: supplemental science and math competition/program fees. The following expenditures will be funded by federal Title funds: N/A		
3	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:	$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		computer teacher salary and benefits, and internet security program fees. The following expenditures will be funded by federal Title funds: • Educational Software: Resource: Title IV, Part A, Amount: $3,000 • Educational Software: Resource: Title I, Part A; Amount: $7,500		
4	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 federal Title funds: N/A	$227,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	$369,552.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 7				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 4				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	21				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 18.7%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.98%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 2.7%				2023-24: 3.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.1% Families: 41.5% Staff: 100.0%				2023-24: Students: 95.0% Families: 90.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 79% Families: 97% Staff: 92%				2023-24: Students: 80% Families: 95% Staff: 90%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 93%				2023-24: (Spring 2023 to Fall 2023) 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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		Yes

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Action #	Title	Description	Total Funds	Contributing
		income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. 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 and stipends for staff participation/service to SSC, ELAC, and Board Meetings. The following expenditures will be funded by federal Title funds: N/A		
2	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	$185,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Director of Outreach & Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • 1100 Teacher Salaries - Home Visits: Resource: Title I, Part A; Amount: $12,000 5800 Professional Services: Resource: Title 1, Part 1: $7,500		
3	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	$239,578.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, office/attendance clerk salaries and benefits, school uniform fees, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Additional services for homeless students: Resource: Title I, Part A; Amount: $5,000		
4	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	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	$152,580.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. Charter School will design and

implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize

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the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,332,944.00	$745,769.00	$104,103.00	$889,875.00	$6,072,691.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,013,584.00	$2,059,107.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$20,500.00				$20,500.00
1	2	All	Instructional materials and technology	$298,268.00	$15,000.00		$18,000.00	$331,268.00
1	3	All	Clean and safe facilities that support learning	$508,000.00			$36,848.00	$544,848.00
1	4	Low Income	Healthy and nutritious meals	$124,000.00				$124,000.00
1	5	All	Well-orchestrated Home Office support services	$874,858.00				$874,858.00
2	1	All	Broad course of study and standards-based curriculum	$1,143,704.00	$54,783.00		$142,191.00	$1,340,678.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$25,500.00	$4,500.00		$31,500.00	$61,500.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$245,436.00	$48,278.00		$239,560.00	$533,274.00
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	$255,332.00	$586,727.00		$211,567.00	$1,053,626.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs		$1,000.00			$1,000.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs				$10,500.00	$10,500.00
3	4	Low Income	Physical education, activity, and fitness	$227,441.00				$227,441.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$265,449.00		$104,103.00		$369,552.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$161,925.00	$4,063.00		$19,500.00	$185,488.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$159,531.00	$31,418.00		$48,629.00	$239,578.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$2,000.00				$2,000.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$21,000.00			$131,580.00	$152,580.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,232,282.00	$1,906,913.00
LEA-wide Total:	$1,232,282.00	$1,906,913.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**4**	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$124,000.00	$124,000.00
2	**2**	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,500.00	$61,500.00
2	**3**	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,436.00	$533,274.00
2	**4**	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	**1**	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	**2**	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,000.00
3	**3**	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,500.00
3	**4**	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$227,441.00	$227,441.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,449.00	$369,552.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,925.00	$185,488.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,531.00	$239,578.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	$152,580.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

       Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

2021-22 Local Control Accountability Plan for Magnolia Science Academy-Bell

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20**	2019-20: 100%

Expected	Actual
>90% **Baseline** >90%	
Metric/Indicator Percentage of students performing proficient on the CAASPPELA/ Literacy assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 47% English Learners: 3% Socioeconomically Disadvantaged: 44% Students with Disabilities: 7% Homeless: 50% Hispanic: 43% White: 74%	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%
Metric/Indicator Change in Average Distance from Standard on the CASSPPELA/ Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected):	2018-19: All Students: 34.5 points below standard English Learners: 68.0 points below standard Socioeconomically Disadvantaged: 40.2 points below standard Students with Disabilities: 80.2 points below standard Homeless: 28.8 points below standard

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Magnolia Science Academy - Santa Ana

Expected	Actual
All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 20 points below standard English Learners: 46.2 points below standard Socioeconomically Disadvantaged: 29 points below standard Students with Disabilities: 102.5 points below standard Homeless: 51 points below standard Hispanic: 30.7 points below standard White: 52.2 points below standard	Hispanic: 42.8points below standard White: 83.9 points above standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19: All Students: 50.4% English Learners: 45.5% Socioeconomically Disadvantaged: 51.6% Students with Disabilities: 51.8% Hispanic: 51.0% White: 33.3%

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Expected	Actual
Baseline 2016-17 (Baseline): All Students: 33% English Learners:15% Socioeconomically Disadvantaged: 29% Students with Disabilities: 8% Homeless: NA Hispanic: 20% White: 61%	
Metric/Indicator Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 30% Students with Disabilities: 7% Homeless: 50% Hispanic: 28% White: 74%	2018-19: All Students: 28.61% English Learners: 10.00% Socioeconomically Disadvantaged: 26.36% Students with Disabilities: 12.06% Homeless: 27.03% Hispanic: 25.29% White: 73.33%

Expected	Actual
Metric/Indicator Change in Average Distance from Standard on the CASSPPMathematics assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 41.3 points below standard English Learners: 59.9 points below standard Socioeconomically Disadvantaged: 47.7 points below standard Students with Disabilities: 124.2 points below standard Homeless: 30.9 points below standard Hispanic: 50.3 points below standard White: 31.1 points below standard	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 Homeless: 54.7 points below standard Hispanic: 60.3 points below standard White: 73.0 points above standard
Metric/Indicator Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10) **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year	2018-19: All Students: 40.0% English Learners: 35.5% Socioeconomically Disadvantaged: 40.2% Students with Disabilities: 41.7% Hispanic: 39.1% White: 57.9%

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Expected	Actual
Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline** 2016-17 (Baseline): All Students: 31% English Learners: 17% Socioeconomically Disadvantaged: 26% Students with Disabilities: 7% Homeless: NA Hispanic: 22% White: 55%	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** 1 percentage points up from the prior year **Baseline** 73.5%	2019-20: ??
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 2 percentage point up from the prior year **Baseline** 21.95%	2019-20: 17.1%
Metric/Indicator	2019-20: 81.0%

Expected	Actual
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 2 percentage point up from the prior year **Baseline** 45%	
Metric/Indicator Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments **19-20** 2 percentage points up from the prior year **Baseline** 60%	2019-20: 54%
Metric/Indicator Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher **19-20** 2 percentage points up from the prior year **Baseline** 20.5%	2019-20: 34.6%
Metric/Indicator Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements **19-20** 2 percentage points up from the prior year **Baseline** 90%	2019-20: 80.8%
Metric/Indicator	2019-20:

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Expected	Actual
Percentage of students in grades 9-11 who will participate in the PSAT test **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test **19-20** 2 percentage points up from the prior year **Baseline** 50%	2019-20: 60%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	BTSA expenses 5000-5999: Services And Other Operating Expenditures Title II $20,000	BTSA expenses 5000-5999: Services And Other Operating Expenditures Title II $14,000

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	Books 4000-4999: Books And Supplies Base $30,000	Books 4000-4999: Books And Supplies Base $18000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

review budget and plan to ensure adequate budget for instructional materials.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Instructional materials 4000-4999: Books And Supplies Base $70,000	Instructional materials 4000-4999: Books And Supplies Base $74,000

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Janitorial services (5000)(Base) 1000-3000: Salary and Benefits Base $110,000
	
	Custodian Supplies 4000-4999: Books And Supplies Base $35,000
		Custodian Salaries and Benefits 1000-3000: Salary and Benefits Base $120,000
		
		Custodian Supplies 4000-4999: Books And Supplies Base $15,000

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$30,000 Professional Development (5000)(Base); $4,000 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base $34,000	$30,000 Professional Development (5000)(Base); $4,000 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base $25,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　English Learners **Scope of Services** 　Limited to Unduplicated Student Group(s) **Locations** 　All Schools	EL Coordinator stipend 1000-1999: Certificated Personnel Salaries Title I $5,000	EL Coordinator stipend 1000-1999: Certificated Personnel Salaries Title I $5,000
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,000	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools		

During the day, Charter School will provide additional supports and interventions to all students, including ELs.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I $20,000
	
	Two teacher aide salaries 2000-2999: Classified Personnel Salaries Title I $40,000
	
	Benefits 3000-3999: Employee Benefits Title I $15,000
		Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I $25,700
		
		Two teacher aide salaries 2000-2999: Classified Personnel Salaries Title I $35,000
		
		Benefits 3000-3999: Employee Benefits Title I $12,000

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Two deans of academics salaries 1000-1999: Certificated Personnel Salaries Base $178,000
	
	Benefits 3000-3999: Employee Benefits Base $55,000
	
	Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base $9,300
	
	MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I $8,600
		Two deans of academics salaries 1000-1999: Certificated Personnel Salaries Base $178,000
		
		Benefits 3000-3999: Employee Benefits Base $55,000
		
		Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base $9,300
		
		MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I $8,600

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-1999: Certificated Personnel Salaries Base $35,000
	
	Benefits 3000-3999: Employee Benefits Base $7,500
		College Counselor 1000-1999: Certificated Personnel Salaries Base $35,000
		
		Benefits 3000-3999: Employee Benefits Base $7,500

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools		

Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	Naviance program 5000-5999: Services And Other Operating Expenditures Base $5,300
	
	College preparation materials 4000-4999: Books And Supplies Base $3,000
		Naviance program 5000-5999: Services And Other Operating Expenditures Base $3,687
		
		College preparation materials 4000-4999: Books And Supplies Base $3,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: $20,000 Actual: $14,000 The reason for the difference is that we were planning to support four teachers with their BTSA needs but ended up with three teachers needing it.
Goal 1: Action 2: Planned: $30,000 Actual: $18,000 The difference is due to the decrease in student enrollment and needs for student books.
Goal 1: Action 3: Planned: $145,000 Actual: $135,000 The school was closed for about three months due COVID-19 and saved on cleaning costs.
Goal 1: Action 4: Planned: $34,000 Actual: $25,000 The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead.
Goal 1: Action 6: Planned: $4,000 Actual: $0 The school was closed for about three months due COVID-19 and teachers attended virtual PDs instead.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year, we had to close in March of second semester and go to Distance Learning because of the COVID pandemic. As a result of this, we did not give the students in 3-8 and 11 the CAASPP standardized assessments in English and Math, or our internal assessment (NWEA MAP) both areas to see growth from fall to spring. We did give the MAP assessment in Fall 2020 and the results were similar to the CAASPP results from 2018-19. Our highest was 10th grade Reading at 46% proficient and advanced. We were also not able to give the Summative ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year. After school clubs and tutoring continued throughout second semester with students joining through Zoom.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 5%

Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 10% **Baseline** 3%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** >90% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Teacher salaries 1000-1999: Certificated Personnel Salaries Base $2,065,000 Benefits 3000-3999: Employee Benefits Base $592,000	Teacher salaries 1000-1999: Certificated Personnel Salaries Base $2,065,000 Benefits 3000-3999: Employee Benefits Base $592,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Online courses 5000-5999: Services And Other Operating Expenditures Base $10,000
	
	Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations $20,000
		Online courses 5000-5999: Services And Other Operating Expenditures Base $12,029
		
		Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations $15,000

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1 Principal salary 1000-1999: Certificated Personnel Salaries Base $132,000
	
	Benefits 3000-3999: Employee Benefits Base $38,000
		1 Principal salary 1000-1999: Certificated Personnel Salaries Base $132,000
		
		Benefits 3000-3999: Employee Benefits Base $38,000

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	1 IT staff salary 2000-2999: Classified Personnel Salaries Base $62,000 Benefits 3000-3999: Employee Benefits Base $12,100	1 IT staff salary 2000-2999: Classified Personnel Salaries Base 63000 Benefits 3000-3999: Employee Benefits Base 21000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1 Computer/Technology teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base $82,000
	
	Computers; 4000-4999: Books And Supplies Base $10,000
	
	Technology expenses 5000-5999: Services And Other Operating Expenditures Base $15,000
		1 Computer/Technology teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base $105,000
		
		Computers; 4000-4999: Books And Supplies Base $7,800
		
		Technology expenses 5000-5999: Services And Other Operating Expenditures Base $15,000

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1: Planned: $20,000 Actual: $15,000 The school was closed for about three months due COVID-19 and field trips planned during this timeline were canceled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We provide courses, electives, programs, and services outlined in our charter petition; specific programs and services are dependent on student need and interest. Our master schedule is designed to meet the needs of all students. We sent surveys home to our high

school students to gauge their interests when we started making the master schedule and were able to use student and teacher feedback. MSA SA seniors will graduate with a-g requirements being met, making them eligible for admittance to UCs and CSUs. Currently, our graduation requirements for 12th graders require that they take one year of computer class in the 9th grade, and we do provide this for every student. We offer opportunities for dual enrollment with the local community college. In this year of Distance Learning, competing in different competitions was put on hold. Still, we were able to participate in Academic Pentathlon and Academic Decathlon virtually, where our students brought home various medals. We could not have a school-wide or MPS-wide STEAM EXPO because of the restrictions placed upon California because of the pandemic, but students were encouraged to create science projects in their classes. Graduation for our 12th grade students was virtual and streamed live and on You Tube. The next day we held a drive-through diploma pickup with decorations, music, staff/teachers, and a lot of energy. We even had a car decorating contest for the parents, with a prize for the winner. Parents were able to take a picture of their graduate with the decorations.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of ELAC meetings per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Number of PTF meetings per year **19-20** 4 **Baseline** 4	2019-20: 4

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Expected	Actual
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 5 **Baseline** 5	2019-20: 5
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been home-visited by the teachers per year **19-20** 25% **Baseline** 13%	2019-20: 15.2%
Metric/Indicator ADA rate **19-20** 97% **Baseline**	2019-20: 96.66%

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Expected	Actual
96%	
Metric/Indicator Chronic absenteeism rate **19-20** <6% **Baseline** 5.2%	2019-20: 5.9%
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator High school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator Four-year cohort graduation rate **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Student suspension rate **19-20** <1%	2019-20: 0%

Expected	Actual
Baseline 0.9%	
Metric/Indicator Student expulsion rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator School experience survey participation rates **19-20** Students: 93.6% Families: 62.1% Staff: 96.3% **Baseline** Students: 90.3% Families: 80.2% Staff: 73.6%	2019-20: Students: 97.1% Families: 100% Staff: 98.5%
Metric/Indicator School experience survey average approval rates **19-20** Students: 59% Families: 89% Staff: 72% **Baseline** Students: 65% Families: 90% Staff: 79%	2019-20: Students: 77% Families: 94% Staff: 84%

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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	4000-4999: Books And Supplies Donations $0	Parent meetings 4000-4999: Books And Supplies Donations $1,000

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Parent activities/events expenses 4000-4999: Books And Supplies Base $2,000	Parent activities/events expenses 4000-4999: Books And Supplies Base $2,000

Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base $9,300	Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Base $6,700

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
     LEA-wide
 	
Locations
    All Schools
	Home visit compensation 1000-3000: Salary and Benefits Title I $14,000	Home visit compensation 1000-3000: Salary and Benefits Title I $8,250

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.	School Psychologist and Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $80,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration $16,000	School Psychologist and Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $80,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration $25000

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base $83,000 Benefits 3000-3999: Employee Benefits Base $24,900 ParentReach notification program 5000-5999: Services And Other Operating Expenditures Base $3,500	1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base $83,000 Benefits 3000-3999: Employee Benefits Base $34,900 ParentReach notification program 5000-5999: Services And Other Operating Expenditures Base $3,360
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	Online courses 5000-5999: Services And Other Operating Expenditures Base $9,000	Online courses 5000-5999: Services And Other Operating Expenditures Base $10,333

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools		
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	1 Dean of Students 1000-1999: Certificated Personnel Salaries Base $80,000 Benefits 3000-3999: Employee Benefits Base $24,000	1 Dean of Students 1000-1999: Certificated Personnel Salaries Base $80,000 Benefits 3000-3999: Employee Benefits Base $29,000
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base $5,000	PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will annually administer school experience surveys to students, parents, and staff.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base $2,500	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base $2,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 4: Planned: $14,000 Actual: $8,250 The school was closed for about three months due COVID-19 and teachers were not able to do more home visits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We held SSC, ELAC, and PTF meetings every two months over the course of the school year, even holding them virtually during the second semester. We provided parents with access to our SIS and additionally sending home four Progress Reports and two Report Cards over the year, as well as offering Parent/Teacher Conferences. Home Visits were conducted by our teachers and admin - during the first semester they were in person, but we continued second semester with online Home Visits through Zoom. Our ADA is 96-97%, even holding during Distance Learning. Our middle school and high school drop out rate is 0%, suspension rate is below 1%, and expulsion rate is 0% because of the implementation of alternatives to suspension/expulsion including restorative practices. Our staff and admin acknowledged and encouraged positive student behavior and improvements. We administered school experience surveys to all our stakeholders, students, parents, and staff. These surveys 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, what we should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. Our satisfaction rates for the families, staff, and students was at an all time high, with our stakeholders happy about how we conducted Distance Learning during the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	$44,000	30,000	No
Deep Cleaning and Disinfecting of Campus	$20,000	20,000	No
Purchase of necessary Personal Protective Equipment for students and staff	$30,000	38,000	No
Learning Platforms to Enhance Learning (NextGen Math, IXL, BrainPop, Albert, NWEA MAP, Aleks etc.)	$20,000	39,744	Yes
Hiring of additional custodian for Deep Cleaning	$35,000	15,000	No
Substitute coverage by core teachers	$3,000	4,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	$70,000	90,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Addition of a Certified Nurses Assistant: Planned: $44,000 Actual: $30,000
Hiring of additional custodian for Deep Cleaning: $35,000 Actual: $15,000
Description: The school was closed during some time of the year and all students were in Distance Learning. Because of this there was no need to have a CNA at the school site the whole year as budgeted.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One addition we have made this school year is the addition of a Certified Nurse's Assistant to conduct all the health screenings and temperature checks of all stakeholders who enter the school. Deep cleaning and disinfecting the offices, classrooms, bathrooms, and all public areas, as well as the purchase of Personal Protective Equipment has been ongoing this school year. We bought plexiglass dividers for the main office and all teachers' and students' desks, as well as all desks in offices. We have hand sanitizing stations, cones and arrows in hallways and staircases, signage posted all around the school, and mask wearing for everyone, as well as hiring two additional part-time custodians to help with deep cleaning. We had in-person COVID testing for all staff and students on our campus before starting Hybrid Learning. Our learning platforms include NWEA MAP for internal assessments twice a year, as well as other programs to assist teachers in the classroom. We are also supporting our Sped students with OT, speech, adapted PE, etc. with outside Sped professional services.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	$35,000	26,000	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	$30,000	7,300	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Summer Enrichment Program: $35,000 Actual: $26,000
Saturday School Program: $30,000 Actual: $7,300
Description: Due to the unexpected distance learning, there was less interest in Summer School and Saturday School. Also, since the Summer School ended up being in Distance Learning, we had fewer expenses than planned.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Online Summer School was offered during the month of July for all grades to mitigate the summer learning loss. Teachers started the beginning of August with Professional Development by admin, expert/lead teachers, and Home Office staff. During our weekly Staff Meetings and collaboration meetings with the different grade levels, Professional Development on Distance Learning strategies, attendance policies, PBIS strategies, and student engagement was continued. When school started, teachers enrolled all students in Google Classroom and school staff passed out chromebooks to all students, and hotspots where needed. Textbooks were gathered and put in bags for all students to pick up. They were also able to have digital versions through McGraw Hill. We monitored student attendance and engagement and all staff stepped up to call families of students who were not attending and/or engaged. Our SPED

teachers and paraprofessionals continued support of the SPED students by entering Breakout Rooms and working with the students one on one. They continued annual IEP meetings on Zoom and included Powerpoint presentations so the parents had a visual on screen. EL students were supported by teachers during their designated ELD time and and EL standards were integrated in the lessons of all teachers TK-12th grade. Teachers continued to hold tutoring for their students as well as extra office hours for students to get help on assignments and projects. Saturday School was offered monthly for students to mitigate learning loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school program aligned to meet the needs of students during distance learning, this includes additional academic and mentoring support, extracurricular activities to expand learning and engage students and provide additional teacher stipends to support and enrich the academic program.	$30,000	$30,000	Yes
Mental Health and Social and Emotional Well-Being	$700	$950	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We were able to spend all budgeted funds.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With this new normal of Distance Learning, students had to acclimatize to being on the chromebooks all day, and we noticed this was something we had to help manage. Secondary teachers offered after-school tutoring on a daily basis for the different subjects - for example, Science tutoring is on Mondays, Math tutoring is on Tuesdays, etc. In elementary, teachers offered after-school tutoring in small groups to their students twice a week. All Tk-12 Teachers held daily Office Hours where students were also able to talk to their teachers about assignments, projects, etc. Teachers also had an asynchronous period of time after every live teaching session where they stayed and helped/retaught the students who needed it. Paraprofessionals also stayed to offer support to the SPED and EL students on a one-on-one basis. Teachers were able to use our additional learning platforms like Razz Kids and Brainpop with more fidelity because of this online platform. Additional technology was purchased for the teachers including computer systems to use at home, cameras, headphones, and tech support whenever they needed it. For the first 10 weeks of school, an SEL program was taught to all TK-12th grade students, where they learned how to deal with their anxiety, depression, and stress. Our School Psychologist and her interns stepped up to offer and conduct counseling sessions to all students who needed extra SEL support. Saturday tutoring and interventions offered at the elementary level by teachers as well.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the first ten weeks of school, an SEL program was taught to all TK-12th grade students. Our students learned strategies on how to deal with anxiety and stress through Zones of Regulation. Every week the students had a new lesson, and this was very successful. Our School Psychologist and her interns stepped up to offer and conduct counseling sessions to all students who needed extra SEL support. The SPED students were also given additional counseling sessions based on need. During weekly staff meetings, all staff participated in mindfulness activities. We also are offering a referral service called CareSolace, which is open to all of our stakeholders. This program offers a referral service to parents, students, and students who need mental health services. We have also conducted two SEL-based surveys to our parents and staff, which have given us valuable information to plan SEL activities and professional development. We also encourage teachers to attend outside of school Professional Development on SEL strategies and then ask that they report back to the staff on what they learn.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

At MSASA we utilize surveys with fidelity and use these results to fuel changes that need to be made. Our survey results satisfaction rates decreased a little from last year because of the challenges of navigating Distance Learning for all stakeholders. This led to the supports we have put into place for SEL and mindfulness activities. We have increased our pupil and family engagement and outreach through our weekly Hook newsletter, Coffee with the Principal sessions every Friday, virtual assemblies, School Site Council and ELAC meetings, and multiple Town Hall meetings. It is through these avenues that our pupils and families can connect, participate, and engage with staff and home office members to voice any opinions and concerns. Over the course of this year we have been fully transparent in our learning modalities. We have presented dates and options for our pupils and families to feel comfortable in transitions back onto campus for Hybrid Learning. Our PACE coordinator is the main liaison between school and home and also serves in translating for our community. The PACE coordinator leads our Second Cup of Coffee meetings and outlines what events, and other happening are forthcoming. Challenges have been a lower participation rate from previous years as they have been held virtually and not in person.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School meals are essential to student health and academic success, and they are critical as families may continue to struggle financially due to the coronavirus pandemic. Magnolia Science Academy continued to reach students during the COVID-19 pandemic by collaborating with families and the entire staff and serving meals that kids love. One of the successes was that school meals are essential to student health and academic success. They support the local economy. They are critical in the new school year as families may struggle financially due to the coronavirus pandemic. Another win was that schools served free meals to all students with

the Community Eligibility Provision, regardless of income. The challenge was to make sure that students received the meals since it was hard to reach them out because they were not coming to school while in Distance Learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At MSA SA, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like a touch screen interactive TV, iPads, cameras, and accessing our online curriculum with fidelity. Our Hybrid Learning model started in April, 2021, with elementary coming to school on Mondays and Tuesdays and secondary on Thursdays and Fridays - the rest of the days are asynchronous Distance Learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support the learning loss of students, we at MSASA have increased interventions from twice weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL

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curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency are expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

At MSA SA, our in-person instruction has strengthened with incorporating more technologies into the classroom. For example, purchasing chrome books for students, hotspots for internet, and interactive panels for teaching. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Distance Learning program has been made easy with the purchases of chrome books, hotspots, and extra teaching devices like a touch screen interactive TV, iPads, cameras, and accessing our online curriculum with fidelity. To support the learning loss of students, we at MSASA have increased interventions from twice weekly after school to including Saturday invention/ tutoring opportunities. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum supporting math, ELA, science, and social studies. In supporting our student's and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and mindfulness activities for all stakeholders. Under Pupil and Family engagement outreach, we have used our PACE coordinator and increased the meeting frequency with all our stakeholders. Ensuring that their voices and school transparency is expressed. School nutrition has increased as we have been able to provide breakfast and lunches to all students. We have also used partnerships in our community to increase our monthly food bank to weekly and allowing the entire community to participate.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy - Santa Ana

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	0.00	0.00
	3,833,400.00	3,846,109.00
	20,000.00	16,000.00
	100,000.00	105,000.00
	102,600.00	94,550.00
	20,000.00	14,000.00
	20,000.00	14,000.00
	20,000.00	14,000.00
	20,000.00	14,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	2,677,000.00	2,705,700.00
	124,000.00	128,250.00
	185,000.00	181,000.00
	784,500.00	814,400.00
	150,000.00	120,800.00
	155,500.00	125,509.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		0.00	0.00
		2,572,000.00	2,595,000.00
		80,000.00	80,000.00
		25,000.00	30,700.00
		110,000.00	120,000.00
		14,000.00	8,250.00
		145,000.00	146,000.00
		40,000.00	35,000.00
		753,500.00	777,400.00
		16,000.00	25,000.00
		15,000.00	12,000.00
		150,000.00	119,800.00
		0.00	1,000.00
		102,900.00	87,909.00
		20,000.00	15,000.00
		4,000.00	0.00
		8,600.00	8,600.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00
		20,000.00	14,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy - Santa Ana

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	684,700.00	643,787.00
Goal 2	3,038,100.00	3,065,829.00
Goal 3	353,200.00	366,043.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$222,000.00	$236,744.00
Distance Learning Program	$65,000.00	$33,300.00
Pupil Learning Loss	$30,700.00	$30,950.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$317,700.00	$300,994.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$129,000.00	$103,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$129,000.00	$103,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$93,000.00	$133,744.00
Distance Learning Program	$65,000.00	$33,300.00
Pupil Learning Loss	$30,700.00	$30,950.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$188,700.00	$197,994.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)
The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)
Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2018-19 academic year, Magnolia Science Academy-Santa Ana continued its third school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

According to the Fall 2018 California accountability dashboard data, we continue to have a very low suspension rate and 92% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, and English Learner Advisory Committee (ELAC) and after school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCI, Cornell, USC, CSUF etc.). The 2018-19 year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students. Withthe growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that have successfully supported our students throughout the years.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and afterschool has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialog among all stakeholders so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

According to the state CAASSP data that reflects our student growth in the change over time data distribution of students meeting and exceeding standards in English Language Arts Literacy from 2015 through the 2018 academic school years in grades third through eighth as shown in the table below:
- Reading Lexile Increased in all grade levels (except for 4th grade). We are in our second year reading program this year, MyOn that is used in elementary classrooms, during Sustained Silent Reading (SSR) in Middle School, and during Advisory for grades 9-10th.
- According to our 2017-18 Dashboard data, the English Learner Progress shows that 73.5% of our English Learners made progress in 2018.

- Our school continues to stay true to our mission to prepare our students for higher education, as such, we are proud to report that we will have another year with a goal of 100% graduation rate and 100% college pathway with our students.

Here is a summary of what our stakeholders "like the most about our school
"WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (2018-19 Panorama Survey Results).

Students: Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The student enjoys their AP. Additionally, students in secondary like having small class size, the friends that they've made and the pizza hut they get for lunch once a month!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment, the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school aged students in once location.

Staff: The staff enjoys working with each other and really enjoys their colleagues. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school. Overall our school experience rate increased by 24% for our staff members.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2018 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May, to measure growth.

Such targeted interventions groups include Study Skills for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses and additional supports for English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASPP standards nearly met and not met as well as our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment and progress.

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure their ready and successful for the next grade level.

We continue to provide social emotional support for our students. This year we received an MTSS grant which allowed us to partnered with Western Youth Services so that our families can have access to free/affordable
counseling and Help Me Grow for elementary students. Our goal is for these partnerships.

We conducted our annual panorama surveys and reflected on what our stakeholders believe is our greatest areas of need.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students: The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple PE teachers this year.

Families: Our parents have concerns about our limited parking space and the drop off/pick up system in place.

Staff: Our staff indicated that student discipline isn't consistently being enforced and that the number of student behavior issues hasn't decreased.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: Excellence, Innovation and Connection (EIC) guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence for all of our students. This year we focused on ten school goals in which incorporated academic, MTSS, and college going culture, such as all student groups will show a three-point growth on the CAASPP ELA and Math assessments. We will develop, align, and improve academic and behavioral resources, programs, supports, and services and address the needs of the whole child by utilizing a coherent MTSS framework. An additional goal is a 100% four year graduation rate and a 100% UC/CSU A-G course completion rate.

MSA-SA Parent Advisory Committee (PAC) committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:
- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

- Providing counseling and positive behavior intervention support services to our students
- Keeping affective teachers and improving teacher observation and evaluation systems
- School Site Council (SSC) involvement and engagement in the LCAP and school decisions

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PAC/PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents:

Students:

Staff:

School Site Council (SSC):

ELAC:

SELPA:

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

MSA-SA's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 94.0%				2023-24: (Spring 2023 to Fall 2023) 85.0%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.1%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$33,750.00	No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: • Teacher credentialing expenses: Resource: Title II, Part A; Amount: $XX,XXX • Performance pay: Resource: Title II, Part A; Amount: $XX,XXX • Sign-in bonus: Resource: Title II, Part A; Amount: $XX,XXX		
2	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:	$1,060,368.00	No

Action #	Title	Description	Total Funds	Contributing
		textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $XX,XXX • Chromebooks: Resource: Title IV, Part A; Amount: $XX,XXX • Other supplemental technology expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
3	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 after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial	$595,743.00	No

Action #	Title	Description	Total Funds	Contributing
		supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
4	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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	$2,000.00	Yes
5	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	$1,056,458.00	No

Action #	Title	Description	Total Funds	Contributing
		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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 45%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 69%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) 126.5				2023-24: 130
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%				2022-23: • All Students: 38.00% • English Learners: 12.00% • Socioeconomically Disadvantaged: 38.00% • Students with Disabilities: 16.00% • Homeless: 38.0% • Hispanic: 37.00% • White: 74.00%
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) • All Students: 34.5 points				2022-23: (2023 Dashboard) • All Students: 28.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	below standard • English Learners: 68.0 points below standard • Socioeconomically Disadvantaged: 40.2 points below standard • Students with Disabilities: 80.2 points below standard • Homeless: 28.8 points below standard • Hispanic: 42.8 points below standard • White: 83.9 points above standard				below standard • English Learners: 60.0 points below standard • Socioeconomically Disadvantaged: 33.0 points below standard • Students with Disabilities: 72.0 points below standard • Homeless: 22.0 points below standard • Hispanic: 36.0 points below standard • White: 80.0 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%				2022-23: • All Students: 60.0% • English Learners: 54.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	• Socioeconomically Disadvantaged: 51.6% • Students with Disabilities: 51.8% • Hispanic: 51.0% • White: 33.3%				• Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 58.0% • Hispanic: 60.0% • White: 44.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 28.61% • English Learners: 10.0% • Socioeconomically Disadvantaged: 26.36% • Students with Disabilities: 12.06% • Homeless: 27.03% • Hispanic: 25.29% • White: 73.33%				2022-23: • All Students: 32.00% • English Learners: 15.00% • Socioeconomically Disadvantaged: 32.00% • Students with Disabilities: 16.00% • Homeless: 32.0% • Hispanic: 32.00% • White: 75.00%
Distance from Standard (DFS) on the CASSPP-Mathematics	2018-19: (2019 Dashboard) • All Students: 50.8 points				2022-23: (2023 Dashboard) • All Students: 42.0 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	below standard • English Learners: 79.4 points below standard • Socioeconomically Disadvantaged: 56.4 points below standard • Students with Disabilities: 93.6 points below standard • Homeless: 54.7 points below standard • Hispanic: 60.3 points below standard • White: 73.0 points above standard				below standard • English Learners: 73.0 points below standard • Socioeconomically Disadvantaged: 50.0 points below standard • Students with Disabilities: 85.0 points below standard • Homeless: 46.0 points below standard • Hispanic: 52.0 points below standard • White: 50.0 points above standard
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics	2018-19: • All Students: 40.0% • English Learners: 35.5%				2022-23: • All Students: 50.0% • English Learners: 44.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	- Socioeconomically Disadvantaged: 41.7% - Students with Disabilities:41.7% - Hispanic: 39.1% - White: 57.9%				- Socioeconomically Disadvantaged: 50.0% - Students with Disabilities: 51.0% - Hispanic: 50.0% - White: 60.0%
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: (2019 Dashboard) 41.9%				2022-23: (2023 Dashboard) 45.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 6.1%				2023-24: 15.0%
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%				2022-23: - All Students: 20.00% - English Learners: 10.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Socioeconomically Disadvantaged: 16.54% • Students with Disabilities: 0.00% • Homeless: 17.65% • Hispanic: 14.58% • White: 30.76%				• Socioeconomically Disadvantaged: 20.00% • Students with Disabilities: 10.00% • Homeless: 20.0% • Hispanic: 20.00% • White: 32.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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.	$2,490,151.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
2	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 federal Title funds: • Instructional coach salary and benefits: Resource: Title II, Part A; Amount: $XX,XXX • Professional development expenses: Resource: Title II, Part A; Amount: $XX,XXX • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $XX,XXX	$57,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• TeachBoost software fees: Resource: Title II, Part A; Amount: $XX,XXX		
3	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 (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds:	$735,656.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX - Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX - Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for after-school: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for summer school: Resource: Title I, Part A; Amount: $XX,XXX - NWEA MAP testing fees: Resource: Title I, Part A; Amount: $XX,XXX - Illuminate DnA fees: Resource: Title I, Part A; Amount: $XX,XXX - Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $XX,XXX		
4	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • EL Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Rosetta Stone program fees: Resource: Title I, Part A; Amount: $XX,XXX		
5	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	$1,172,542.00	No

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2018-19: 77.8%				2021-22: 70.0%
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy	2018-19: 50.0%				2021-22: 53.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)					
Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: 55.56%				2021-22: 60.0%
Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2019-20: 47.8%				2022-23: 45.0%
Percentage of seniors 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%				2022-23: 45.0%
Percentage of seniors 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)	2020-21: (As of 5/16/21) 28.6%				2023-24: 40.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)	2019-20: 100%				2022-23: 85.0%
Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 45.0%				2023-24: 30.0%
Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest)	2020-21: (As of 5/16/21) 40.0%				2023-24: 30.0%
Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS)	2020-21: (As of 5/16/21) 60.0%				2023-24: 30.0%
Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance)	2020-21: (As of 5/16/21) 65.0%				2023-24: 80.0%
Percentage of high school completers accepted to a 4-year college (Source: Naviance)	2020-21: (As of 5/16/21) 60.0%				2023-24: 50.0%
College-Going Rate (Source: CDE DataQuest)	Class of 2018: 57.1%				Class of 2021: 60.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 5%				2023-24: 10%
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)	2020-21: (As of 4/16/21) 100%				2023-24: 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)	2020-21: (As of 4/16/21) 90%				2023-24: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. 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 federal Title funds: • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX • Teacher stipends for AP classes: Resource: Title IV, Part A; Amount: $XX,XXX • Naviance program fees: Resource: Title IV, Part A; Amount: $XX,XXX • AP exam fees: Resource: Title IV, Part A; Amount: $XX,XXX • AP course materials: Resource: Title IV, Part A; Amount: $XX,XXX • Other college-related materials and activities: Resource: Title IV, Part A; Amount: $XX,XXX	$99,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	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: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Supplemental science program fees: Resource: Title IV, Part A; Amount: $XX,XXX • GATE Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Robotics/Engineering Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX	$500.00	Yes
3	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	$108,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Computer Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $XX,XXX		
4	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.	$186,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
5	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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • VPA teacher (Art, Music, etc.) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • LOTE teacher (Spanish) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX	$562,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Other elective teachers salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Extracurricular/Afterschool staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Stipends for clubs: Resource: Title IV, Part A; Amount: $XX,XXX • Afterschool/Club expenses: Resource: Title IV, Part A; Amount: $XX,XXX • Supplemental materials: Resource: Title IV, Part A; Amount: $XX,XXX • Field trip expenses: Resource: Title IV, Part A; Amount: $XX,XXX		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 3				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	36				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 42				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 8.7%				2023-24: 20%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 97.61%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 5.3%				2023-24: 5.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate (Source: CALPADS, CDE DataQuest)	2019-20: 3.8%				2022-23: 0.0%
Graduation Rate (Source: CALPADS, CA School Dashboard)	2019-20: (2020 Dashboard) 100.0%				2022-23: (2023 Dashboard) 100.0%
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 0.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 95.3% Families: 72.8% Staff: 100.0%				2023-24: Students: 95.0% Families: 80.0% Staff: 100.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 96% Staff: 84%				2023-24: Students: 75% Families: 95% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 86%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: $XX,XXX • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: $XX,XXX • DTS program fees: Resource: Title I, Part A; Amount: $XX,XXX		Yes
2	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	$225,487.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • PACE coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends for home visits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $XX,XXX • ParentSquare software fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent activity/event expenses: Resource: Title I, Part A; Amount: $XX,XXX		

Action #	Title	Description	Total Funds	Contributing
3	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, SEL	$271,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Behavior counselor salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Attendance clerk salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • School psychologist salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX • Outsourced SEL service fees: Resource: Title IV, Part A; Amount: $XX,XXX • SEL program fees (Edge Coaching / Imagine Etiquette / Train of Thought, etc.): Resource: Title IV, Part A; Amount: $XX,XXX • Additional services for homeless students: Resource: Title I, Part A; Amount: $2,000.00		
4	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.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: • Panorama Education survey fees: Resource: Title I, Part A; Amount: $XX,XXX		
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: • Outreach and community engagement staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Partnership expenses: Resource: Title IV, Part A; Amount: $XX,XXX	$20,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. Unduplicated students will receive improved services through

our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$6,372,871.00	$1,536,290.00	$30,000.00	$741,207.00	$8,680,368.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,806,968.00	$2,873,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials	$33,750.00				$33,750.00
1	2	All	Instructional materials and technology	$1,001,618.00	$25,000.00		$33,750.00	$1,060,368.00
1	3	All	Clean and safe facilities that support learning	$474,423.00	$46,320.00		$75,000.00	$595,743.00
1	4	Low Income	Healthy and nutritious meals	$2,000.00				$2,000.00
1	5	All	Well-orchestrated Home Office support services	$1,056,458.00				$1,056,458.00
2	1	All	Broad course of study and standards-based curriculum	$2,297,523.00			$192,628.00	$2,490,151.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	$12,200.00			$45,000.00	$57,200.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention and student support	$459,737.00	$168,619.00		$107,300.00	$735,656.00
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	$189,754.00	$832,788.00		$150,000.00	$1,172,542.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	$93,986.00			$5,300.00	$99,286.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs				$500.00	$500.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	$108,800.00				$108,800.00
3	4	Low Income	Physical education, activity, and fitness	$96,829.00			$89,729.00	$186,558.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	$223,111.00	$308,937.00	$30,000.00		$562,048.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes	$125,930.00	$62,557.00		$37,000.00	$225,487.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	$174,252.00	$92,069.00		$5,000.00	$271,321.00
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys	$2,500.00				$2,500.00
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships	$20,000.00				$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,319,345.00	$2,271,356.00
LEA-wide Total:	$1,319,345.00	$2,271,356.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**4**	Healthy and nutritious meals	LEA-wide	Low Income	All Schools	$2,000.00	$2,000.00
2	**2**	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,200.00	$57,200.00
2	**3**	MTSS - Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$459,737.00	$735,656.00
2	**4**	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	**1**	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,986.00	$99,286.00
3	**2**	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$500.00
3	**3**	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,800.00	$108,800.00
3	**4**	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	$96,829.00	$186,558.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,111.00	$562,048.00
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,930.00	$225,487.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,252.00	$271,321.00
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

2021-22 Local Control Accountability Plan for Magnolia Science Academy - Santa Ana

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to standards-aligned instructional materials **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of state standards implementation for all students **19-20** 100%	2019-20: 100%

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Expected	Actual
Baseline 100%	
Metric/Indicator Percentage of items on facility inspection checklists in compliance/good standing **19-20** 90% **Baseline** 90%	2019-20: 90%
Metric/Indicator Percentage of students performing proficient on the CAASPP- ELA/Literacy assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners:3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year **Baseline**	2018-19: All Students: 69.31% English Learners: 40.00% Socioeconomically Disadvantaged: 54.13% Students with Disabilities: 28.07% Hispanic: 69.60% White: 73.17%

Expected	Actual
2016-17 (Baseline): All Students: 68% English Learners: 46% Socioeconomically Disadvantaged: 54% Students with Disabilities: 23% Hispanic: 61% White: 71%	
Metric/Indicator Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 2 points up from the prior year **Baseline** 2016-17 (Baseline):	2018-19: All Students: 41.00 points above standard English Learners: 8.3 points above standard Socioeconomically Disadvantaged: 8.6 points above standard Students with Disabilities: 53.9 points below standard Hispanic: 34.00 points above standard White: 46.7 points above standard

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Expected	Actual
All Students: 30.9 points above standard English Learners: 31.3 points below standard Socioeconomically Disadvantaged: 4.1 points below standard Students with Disabilities: 63.2 points below standard Hispanic: 18 points above standard White: 36.7 points above standard	
Metric/Indicator Percentage of students performing proficient on the CAASPP- Mathematics assessments (Grades 3-8): **19-20** 2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19: All Students: 60.62% English Learners: 26.67% Socioeconomically Disadvantaged: 41.29% Students with Disabilities: 22.81% Hispanic: 54.40% White: 67.68%

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Expected	Actual
Baseline 2016-17 (Baseline): All Students: 59% English Learners: 23% Socioeconomically Disadvantaged: 42% Students with Disabilities: 25% Hispanic: 47% White: 65%	
Metric/Indicator Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) **19-20** 2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year	2018-19: All Students: 21.8 points above standard English Learners: 21.4 points below standard Socioeconomically Disadvantaged: 18.5 points above standard Students with Disabilities: 74.7 points below standard Hispanic: 8.7 points above standard White: 32 points above standard

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Expected	Actual
Baseline 2016-17 (Baseline): All Students: 26.7 points above standard English Learners: 25.1 points below standard Socioeconomically Disadvantaged: 12.1 points below standard Students with Disabilities: 67 points below standard Hispanic: 0.8 points above standard White: 40.8 points above standard	
Metric/Indicator Percentage of EL students making annual progress in learning English as measured by the ELPAC **19-20** 2 percentage points up from the prior year **Baseline** 77%	53.3%
Metric/Indicator Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually **19-20** 5 percentage point up from the prior year **Baseline** 16%	27.8%
Metric/Indicator	78%

Expected	Actual
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives **19-20** 1 percentage point up from the prior year **Baseline** 90%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	BTSA expenses 5000-5999: Services And Other Operating Expenditures Base $4,000 EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base $3,000	BTSA Expenses 5000-5999: Services And Other Operating Expenditures Base 0.00 EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base 0.00
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.	Books 4000-4999: Books And Supplies Base $10,000 Supplies & Material 4000-4999: Books And Supplies Base $19,000 Equipment 4000-4999: Books And Supplies Base $10,000	Books 4000-4999: Books And Supplies Base 153 Supplies & Material 4000-4999: Books And Supplies Base 18500 Equipment (Chromebook purchase included , which is also included in the fixed asset) 4000-4999: Books And Supplies Base $9,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Equipment 4000-4999: Books And Supplies Donations 17,000	Equipment 4000-4999: Books And Supplies Donations 17500

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base $68,000
	
	Custodian Benefits 3000-3999: Employee Benefits Base 23,310
	
	Custodian salary 2000-2999: Classified Personnel Salaries Base 38,551
		Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base 24,000
		
		Custodian Benefits 3000-3999: Employee Benefits Base 23,600
		
		Custodian Salary 2000-2999: Classified Personnel Salaries Base 41,000

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	5000-5999: Services And Other Operating Expenditures Base $5,000
	
	5000-5999: Services And Other Operating Expenditures Base $1,800
		PD 1000-1999: Certificated Personnel Salaries Title II 2500
		
		TeachBoost 5000-5999: Services And Other Operating Expenditures Title IV 1800

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	EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I $19,400	EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I 19,400

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools
	Benefits 2000-2999: Classified Personnel Salaries Title I $8,400	Benefits 2000-2999: Classified Personnel Salaries Title I $8,400

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0	Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools		
During the day, Charter School will provide additional supports and interventions to all students, including ELs. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Special Education $30,000	Intervention teacher salaries (Study Skills) 1000-1999: Certificated Personnel Salaries Special Education 30,000
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	After school tutoring 1000-1999: Certificated Personnel Salaries Base $20,000	After school tutoring 1000-1999: Certificated Personnel Salaries Base 20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Deans of academics salary 1000-1999: Certificated Personnel Salaries Base $87,000
	
	Benefits 3000-3999: Employee Benefits Base $26,400
	
	Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Title IV $5,600
	
	MAP testing fees 5000-5999: Services And Other Operating Expenditures Base $1,800
	
	MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I $3,600
		Dean of Academics Salary 1000-1999: Certificated Personnel Salaries Base 86,112
		
		Benefits 3000-3999: Employee Benefits Base 29,040
		
		Illuminate SIS & DnA 5000-5999: Services And Other Operating Expenditures Title IV 4,800
		
		MAP testing fees 5000-5999: Services And Other Operating Expenditures Base $1,875
		
		MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I $3,600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1: Action 1: Planned: $7,000 Actual: $0 .Due to credentialed teachers there was no need for a BTSA and EL Authorization Expenditure.
Goal 1: Action 2: Planned: $56,000 Actual: $45,153 The difference is due to not meeting the expected enrollment increase. As a result we didn't purchase extra books and supplies.
Goal 1: Action 3: Planned: $129,861 Actual: $88,600. We were planning to add additional custodial service and also to retrofit the restrooms. Although the regular custodial and facility expenditures took place the additional plans didn't take place due to not meeting enrollment target.
Goal 1: Action 4: Planned: $6,800 Actual: $4,300 The school was closed for about three months due COVID-19 and teachers attended virtual and free PDs instead.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year, we had to close the school for in person learning in March 2020 and go to Distance Learning because of the COVID pandemic. As a result of this, we didn't administer CAASPP standardized
assessments in English and Math, or our internal spring assessment (NWEA MAP) both areas to see growth from fall to spring. We did give the MAP assessment in Fall 2020. We were also not able to give the Summative ELPAC assessment during the spring semester, so our reclassification rates were not indicative of the instruction the students received over the course of the year. After school clubs and tutoring continued virtually throughout second semester.

Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator	2019-20: 20%

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Expected	Actual
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club **19-20** 20% **Baseline** 20%	
Metric/Indicator Percentage of our graduates who will have taken a Computer/Technol ogy class and/or experienced blended learning in their program of study **19-20** 100% **Baseline** 100%	2019-20: 100%
Metric/Indicator Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo **19-20** 100% **Baseline** 80%	2019-20: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Teacher salaries 1000-1999: Certificated Personnel Salaries Base $1,027,000 Benefits 3000-3999: Employee Benefits Base $387,000	Teacher salaries 1000-1999: Certificated Personnel Salaries Base $1,027,000 Benefits 3000-3999: Employee Benefits Base $387,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations $36,000	Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations $26,135

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.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base $103,000
	
	Benefits 3000-3999: Employee Benefits Base $34,140
		1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base 103,000
		
		Benefits 3000-3999: Employee Benefits Base 34,140

Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Accelerated/Advanced Math teacher salary and benefits
	
	(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base $55,000
		Accelerated/Advanced Math teacher salary and benefits
		
		(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base $55,000

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	1 IT staff salary 2000-2999: Classified Personnel Salaries Base $77,500 Benefits 3000-3999: Employee Benefits Base $28,800	1 IT staff salary 2000-2999: Classified Personnel Salaries Base 77,500 Benefits 3000-3999: Employee Benefits Base 28,800

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools		
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of school STEAM activities and achievements. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Science materials (Duplicate) 4000-4999: Books And Supplies Base 0 Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base $4,500	Science materials (Duplicate) 4000-4999: Books And Supplies Base 0 Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base $600

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2: Action 1- Planned expenditures for field trips: $36000 Actual: 26,135. Due to the Covid-19 School closures we were not able to do the end of year field trips.
Goal 2: Action 5- Planned expenditures for Academic Competitions and STEA Expos: $4,500 Actual: $500. Due to the Covid-19 School closures we were not able to attend most of the competitions and host the annual San Diego STEAM Expo.

 A description of the successes and challenges in implementing the actions/services to achieve the goal.

We provided all courses, electives, programs, and services outlined in our charter petition; specific programs and services are dependent on student need and interest. Our master schedule is designed to meet the needs of all students. We sent surveys to our students to gauge their interests when we started making the master schedule and were able to use student and teacher feedback. In this year of Distance Learning, competing in different competitions was put on hold. Still, we were able to participate in Robotics competition and won the 1st place. Although we were able to do Holiday STEAM Expo event and attended San Diego Festival of Science and Engineering we could not have a school-wide or MPS-wide STEAM EXPO because of the restrictions placed upon California due to the pandemic. 8th grade promotion was done as a drive through event and streamed live on Instagram.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of SSC meetings per year **19-20** 4 **Baseline** 3	2019-20: 3
Metric/Indicator Number of PTF meetings per year **19-20** 4 **Baseline** 8	2019-20: 8
Metric/Indicator Number of activities/events for parent involvement per year **19-20** 5 **Baseline** 5	2019-20: 10

Expected	Actual
Metric/Indicator Frequency of SIS record updates **19-20** Daily/Weekly **Baseline** Daily/Weekly	2019-20: Daily/Weekly
Metric/Indicator Number of progress reports sent to parents per year **19-20** 4 **Baseline** 4	2019-20: 4
Metric/Indicator Percentage of students who have been home-visited by the teachers per year **19-20** 15% **Baseline** 12%	2019-20: 17
Metric/Indicator ADA rate **19-20** 96.5% **Baseline** 96.3%	2019-20: 95.8%
Metric/Indicator Chronic absenteeism rate **19-20** 7% **Baseline**	2019-20: 5.5%

Expected	Actual
5%	
Metric/Indicator Middle school dropout rate **19-20** 0% **Baseline** 0%	2019-20: 0%
Metric/Indicator Student suspension rate **19-20** 1% **Baseline** 1%	2019-20: 2.5%
Metric/Indicator Student expulsion rate **19-20** 0% **Baseline** 0%	2019-20: 0.2%
Metric/Indicator School experience survey participation rates **19-20** Students: 85% Families: 55% Staff: 85% **Baseline** Students: 94%	2019-20: Students: 94.7% Families: 64.9% Staff: 96.9%

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Expected	Actual
Families: 32% Staff:84%	
Metric/Indicator School experience survey average approval rates **19-20** Students: 60% Families: 95% Staff: 85% **Baseline** Students: 67% Families: 96% Staff: 72%	2019-20: Students: 62% Families: 96% Staff: 90%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Parent meeting expenses 4000-4999: Books And Supplies Base $1,000	Parent meeting expenses 4000-4999: Books And Supplies Base $1,000

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Parent activities/events expenses 4000-4999: Books And Supplies Base $2,000	Parent activities/events expenses 4000-4999: Books And Supplies Base $0
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Illuminate SIS & DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0	Illuminate SIS & DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I $10,000	Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I $3,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
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. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Dean of Culture salary 1000-1999: Certificated Personnel Salaries Base $83,000 Benefits 3000-3999: Employee Benefits Base $20,000	Dean of Culture 1000-1999: Certificated Personnel Salaries Base 80,000 Benefits 3000-3999: Employee Benefits Base $30,000
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base $88,000	1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base 92,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	Benefits 3000-3999: Employee Benefits Base $33,600 School Cell Phones 5900: Communications Base $1,500	Benefits 3000-3999: Employee Benefits Base 33,600 School Cell Phones 5900: Communications Base $1,500
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	1 Dean of Students 1000-1999: Certificated Personnel Salaries Base $89,000 Benefits 3000-3999: Employee Benefits Base $21,380	Dean of Students 1000-1999: Certificated Personnel Salaries Base 93,000 Benefits 3000-3999: Employee Benefits Base 30000
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base $2,800	PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

Charter School will annually administer school experience surveys to students, parents, and staff.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base $1,500	Panorama Education surveys 5000-5999: Services And Other Operating Expenditures Base 1,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3: Action 2: Planned: $2,000 Actual: $0 All the supplies for the parent activities were provided by PTF and parents.
Goal 3: Action 4: Planned: $10,000 Actual: $3,000 The school was closed for about three months due COVID-19 and teachers were not able to do more home visits.
Goal 3: Action 8: Planned: $2,800 Actual: $0. All the staff PDs took place through SDCOE and they were free. Also we used the PBIS Software "Kickboard" but it was purchased through MTSS funds under our consortium lead MSA-Santa Ana's budget.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We held SSC, ELAC, and PTF meetings through out the the school year, we continued with virtual meetings after the pandemic. We provided parents with access to our SIS and additionally sending home four Progress Reports and two Report Cards over the year, as well as offering Parent/Teacher Conferences. Home Visits were conducted by our teachers and admin - during the first semester they were in person, but we continued second semester with online Home Visits through Zoom. Our staff and admin acknowledged and encouraged positive student behavior and improvements. We administered school experience surveys to all our stakeholders, students, parents, and staff. These surveys 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, what we should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. Our satisfaction rates for the families, staff, and students was at an all time high, with our stakeholders happy about how we conducted Distance Learning during the pandemic. Finally Principal Serce offered weekly coffee with principal meetings to give updates, answer parent questions and to provide work shops to help parents adjust to the new normal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Addition of a Certified Nurses Assistant on-site 6 hours/day to provide health screenings and temperature checks for staff, students and parents/visitor	$44,000	12,000	No
Deep Cleaning and Disinfecting of Campus	$10,000	20,000	No
Purchase of necessary Personal Protective Equipment for students and staff	$15,000	30,000	No
Learning Platforms to Enhance Learning (Membean, BrainPop, NWEA MAP, etc.)	$10,000	16,650	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

1- In order to provide instructional services in person we hired CNA to provide health screenings and temperature checks in the beginning of the year. Since we had hard time finding CNAs, we had 4 CNAs, all for short periods of time, an RN trained our essential staff to do screening. Due to our county tier we were not able to open in person until April12 and as a result we ended up only spending 12k of the 44k Planned.
2- Initially we were planning to utilize only one custodian but due to stable groups guidance and need for additional disinfection we hired a company todo additional disinfection after school.
3-We initially planned only purchasing basic PPE such as masks, hand sanitizers etc. We ended up spending funds on hand washing stations, Isolation tents, air purifiers, sneeze guards , signage and more PPE to provide a safe environment for our students and staff.
4- Due to extended Distance learning we purchased more online tools to enhance learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One addition we have made this school year is the addition of a Certified Nurse's Assistant to conduct all the health screenings and temperature checks of all stakeholders who enter the school. Since we had hard time finding CNAs, we had 4 CNAs, all for short periods of time, an RN trained our essential staff to do screening. Deep cleaning and disinfecting the offices, classrooms, bathrooms, and all public areas, as well as the purchase of Personal Protective Equipment has been ongoing this school year. We bought plexiglass dividers for the main office and all teachers' and students' desks, as well as all desks in offices. We purchased hand sanitizing stations, cones and arrow signs to direct drop off and pick up traffic, signage posted all around the school, and mask wearing for everyone, as well as hiring a day and night service from a vendor to help with deep cleaning and daily disinfecting. We had in-person COVID testing for all staff and students on our campus before starting Hybrid Learning. Our learning platforms include NWEA MAP for internal assessments twice a year, as well as other programs to assist teachers in the classroom. We also continued providing support for our students with disabilities with OT, speech, adapted PE, counseling , etc. services through our service providers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Internet hot spots	$9,000	15,000	Yes
Purchase of Chromebooks	$10,000	$20,000	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the distance learning we needed more hot spots and Chromebooks for 20-21 school year. We did fundraising to pay for the additional Chromebook needs.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We offered a virtual Summer School during the month of July for all grades to mitigate the summer learning loss. Teachers started the beginning of August with Professional Development by admin, expert/lead teachers, and Home Office staff. During our weekly Staff Meetings and collaboration meetings with the different grade levels, Professional Development on Distance Learning strategies, attendance policies, PBIS strategies, and student engagement was continued. When school started, teachers enrolled all students in Google Classroom and school staff passed out Chromebooks and hotspots to all students who needed one. Before the school year started 100% of the students had access to a computer and internet. We provided digital versions of our curriculum through McGraw Hill. We monitored student attendance and engagement through our office clerk and SEAN (Student Engagement and Attendance Network) Team. SEAN team members made calls to families of students who were not attending and/or engaged in school activities.

Education Specialists and instructional aides continued supporting students with disabilities by entering Breakout Rooms and working with the students one on one. They continued annual IEP meetings on Zoom and included PowerPoint presentations so the parents had a visual representation of the IEP during the meeting. EL students were supported by all teachers and ELD standards were integrated in the lessons of all teachers. Teachers continued to hold tutoring and office hours for students. Saturday School was offered to mitigate learning loss.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Enrichment Program was provided virtually in July 2020 to provide additional educational opportunities in order to mitigate summer learning loss and prepare students for their transition to middle school.	$24,750	17,500	Yes
Saturday school and additional office hours will be provided to all students during the 2020-21 school year to support student learning and mitigate learning loss. Great emphasis will be made to support students within the Tier 2 and 3 intervention groups with the extended learning opportunities to close the achievement gaps	$8,000	7,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to the distance learning, there was less interest in Summer School and Saturday School. Also, since the Summer School ended up being in Distance Learning, we had fewer expenses than planned

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With additional training for teachers during summer in-service and an upgraded schedule with more support our Distance Learning 2.0 focused on offering live and total course time for all core classes and designated times for student support. Our teachers offered after-school tutoring on a daily basis. Our instructional aides provided 1-1 support sessions to our vulnerable students. Also our teachers held daily Office Hours where students were also able to talk to their teachers about assignments, projects, etc. Teachers also had a 40 minute asynchronous period after every live teaching session where they stayed and helped/retaught the students who needed the

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support. Additional technology such as laptops, mics, additional monitors were purchased for the teachers and tech support is provided whenever they needed it. A targeted Saturday School program is created and offered to all high need students. Weekly 3 sessions of Math and ELA lessons offered to small groups of students to close the achievement gap.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the entire school year our team created daily Zones of Regulations activities and presented to students during advisory class via YouTube and Facebook live streaming. The daily Donuts In the Morning presentation, hosted by 6 students and 3 staff members, helped all of our community members to connect during the distance learning. Also we provided weekly SEL lessons during SSR ,homeroom class ,that are aligned with our WIZARD WAY character education program. Our School counselor offered and counseling sessions to all students who needed extra SEL support.

During weekly staff meetings, all staff participated in mindfulness activities. We are also offering a referral service called CareSolace, which is open to all of our stakeholders. This program offers a referral service to parents, students, and students who need mental health services. We have also conducted two SEL-based surveys to our parents and staff, which have given us valuable information to plan SEL activities and professional development. We also encourage teachers to attend outside of school Professional Development on SEL strategies and then ask that they report back to the staff on what they learn.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We utilize staff, student and parent surveys with fidelity and reflect on them and make necessary changes as much as we can. 89% of our students indicated that "Overall, I am satisfied and would recommend this school to other students." Given that we were in distance learning for nearly a year, the overall satisfaction rate is a testament to the dedication of our teachers who were determined to provide an engaging distance learning program for our student body. Moreover, it is a reflection of MSASD leadership's guidance, coaching and efforts to adjust to the educational landscape that had many changes. The result was nearly a 10 point jump in overall satisfaction from the student population. (Connection piece- SSR, SEAN, Office hours) Our families recorded an overall satisfaction rate of 97%. We had a 2 point jump for our families. Finally our staff recorded an overall satisfaction rate of 100%.

We have increased our pupil and family engagement and outreach through our weekly newsletter Magnolia Times, Coffee with the Principal sessions every Friday, virtual assemblies, School Site Council and
ELAC meetings, and multiple Town Hall meetings. It is through these avenues that our pupils and families can connect, participate, and engage with staff and home office members to voice any opinions and concerns. Over the course of this year we have been fully transparent in our learning modalities. We have presented dates and options for our pupils and families to feel comfortable in transitions back onto campus for Hybrid Learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School meals are essential to student health and academic success, and they are critical as families may continue to struggle financially due to the coronavirus pandemic. We offered weekly meal kit pick up dates for all of our families that are in need.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
			0	Yes
Mental Health and Social and Emotional Well-Being	KickBoard Positive Behavior System	$5,000	3,179	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We continued to use Kickboard Positive Behavior System to engage students during distance learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our Distance learning experience helped us expand our ability to do more blended learning as part of our in-person instruction. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Hybrid Learning model started in April, 2021.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To mitigate the learning loss of students, we have increased math and Ela focused tutoring .Also added more Saturday school sessions. We have increased the length of our hours during summer school and purchased an
additional supplemental curriculum, IXL, supporting math, ELA, science, and social studies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and MTSS activities for all stakeholders. We have offered weekly coffee with principal meetings to address any parent concerns or to hear any suggestions from our stake holders.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our Distance learning experience helped us expand our ability to do more blended learning as part of our in-person instruction. We have utilized our core content curriculum and integrated supplemental materials that differentiate and support all learners. Our Hybrid Learning model started in April, 2021. To mitigate the learning loss of students, we have increased math and Ela focused tutoring .Also added more Saturday school sessions. We have increased the length of our hours during summer school and purchased an additional supplemental curriculum, IXL, supporting math, ELA, science, and social studies. In supporting our students' and stakeholders' mental and social-emotional wellbeing, we have increased our surveys and partnered with Care Solace, a counseling program that supports our students, staff members, and families. We have also incorporated the SEL curriculum and MTSS activities for all stakeholders. We have offered weekly coffee with principal meetings to address any parent concerns or to hear any suggestions from our stakeholders.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- ○ Pupil Participation and Progress,

- ○ Distance Learning Professional Development,

- ○ Staff Roles and Responsibilities, and

- ○ Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	2,508,581.00	2,446,055.00
Base	2,378,581.00	2,328,920.00
Donations	53,000.00	43,635.00
Special Education	30,000.00	30,000.00
Title I	41,400.00	34,400.00
Title II	0.00	2,500.00
Title IV	5,600.00	6,600.00
	10,000.00	34,400.00
	0.00	2,500.00
	0.00	6,600.00
	0.00	4,200.00
	0.00	4,200.00
	0.00	4,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,508,581.00	2,446,055.00
1000-1999: Certificated Personnel Salaries	1,494,000.00	1,496,612.00
1000-3000: Salary and Benefits	10,000.00	3,000.00
2000-2999: Classified Personnel Salaries	231,851.00	238,300.00
3000-3999: Employee Benefits	574,630.00	596,180.00
4000-4999: Books And Supplies	59,000.00	46,153.00
5000-5999: Services And Other Operating Expenditures	137,600.00	64,310.00
5900: Communications	1,500.00	1,500.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	2,508,581.00	2,446,055.00
1000-1999: Certificated Personnel Salaries	Base	1,464,000.00	1,464,112.00
1000-1999: Certificated Personnel Salaries	Special Education	30,000.00	30,000.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	2,500.00
1000-3000: Salary and Benefits	Title I	10,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Base	204,051.00	210,500.00
2000-2999: Classified Personnel Salaries	Title I	27,800.00	27,800.00
3000-3999: Employee Benefits	Base	574,630.00	596,180.00
4000-4999: Books And Supplies	Base	42,000.00	28,653.00
4000-4999: Books And Supplies	Donations	17,000.00	17,500.00
5000-5999: Services And Other Operating Expenditures	Base	92,400.00	27,975.00
5000-5999: Services And Other Operating Expenditures	Donations	36,000.00	26,135.00
5000-5999: Services And Other Operating Expenditures	Title I	3,600.00	3,600.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	5,600.00	6,600.00
5900: Communications	Base	1,500.00	1,500.00
		0.00	0.00
		0.00	3,600.00
		0.00	0.00
		0.00	6,600.00
		1,500.00	1,500.00
		0.00	4,200.00
		0.00	7,000.00
		0.00	4,200.00
		0.00	4,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Magnolia Science Academy-San Diego

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	401,861.00	341,280.00
Goal 2	1,752,940.00	1,739,175.00
Goal 3	353,780.00	365,600.00

* Totals based on expenditure amounts in goal and annual update sections.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$79,000.00	$78,650.00
Distance Learning Program	$19,000.00	$35,000.00
Pupil Learning Loss	$32,750.00	$25,000.00
Additional Actions and Plan Requirements	$5,000.00	$3,179.00
All Expenditures in Learning Continuity and Attendance Plan	$135,750.00	$141,829.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$69,000.00	$62,000.00
Distance Learning Program	$10,000.00	$20,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$69,000.00	$62,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$10,000.00	$16,650.00
Distance Learning Program	$9,000.00	$15,000.00
Pupil Learning Loss	$32,750.00	$25,000.00
Additional Actions and Plan Requirements	$5,000.00	$3,179.00
All Expenditures in Learning Continuity and Attendance Plan	$56,750.00	$59,829.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA- San Diego serves around 440 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, afterschool clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

- CDE recognized our school as a California Distinguished School
- We are implementing Restorative Practices to improve school culture and provided many professional developments for our staff and teacher leaders.
- Trained all admin team and teacher leaders in MTSS through MTSS grant.
- MSA-San Diego's overall performance in State testing based on latest California School Dashboard is green in Math and Blue in ELA.
- MSA-San Diego showed significant growth in state test in both Math and English for English Learners
- Our school outperformed all of the charter middle schools in city of San Diego and all of the middle schools in Navajo community.
- MSA-San Diego established partnership with the local community college to host community events like San Diego STEAM Expo.
- MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:

1-Seaperch underwater robotics team made it to international Finals
2-Our FLL Robotics team won the 1st place in LEGOLAND at SoCal competition 6 time in the last 7 years.
3-Our Archery team won San Diego, State and National 1st,2nd and 3rd place awards at the Olympic Archery in Middle Schools competitions.
4-MSA-San Diego cohosted 6 annual San Diego STEAM Expo with Grossmont College
5-Participated San Diego Festival of Science and Engineering with over 80 students. Over 7,000 visitors visited Magnolia booths.

- The level of parent participation for school events increased significantly.
- MSA-San Diego PTF established their bylaws and had their second election with the new bylaws.
- Although we are in Distance Learning , MSA-San Diego is close to meeting its home visit target.
- Prepared our site to in-person learning with all the required safety measures.
- MSA-San Diego hosted, organized or participated in over 15 virtual school and community events throughout the school year.
- Hosted daily Live Donuts in The Morning announcements via YouTube bring our community together.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Increase academic achievement in the area of math for students with disabilities group in CAASPP.
- Recruiting and retaining highly qualified teachers
- Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
- Empowering students to be school wide student leaders in the establishment of school culture with a new school culture model.

- After a 13 month Distance learning and a new pandemic era students and staff need more academic, social emotional, and mental health resources and support.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as Coffee w/ Principal, PTF and LCAP meetings
- Although currently we are the highest performing charter middle school in the county and in the Navajo community based on Dashboard data we see that all of our stake holders are worried about learning loss due to pandemic limitations and Distance Learning. There is a need to provide more targeted instruction based on NWEA MAP Fall to Spring data.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
- Continue using teacher evaluation system "TeachBoost"
- Reduce chronic absenteeism to under 5%

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 4 PTF meetings, 2 SSC meetings, 3 ELAC meetings, at least 30 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 40 in person and virtual home visits during this school year and sought feedback from the parents for school improvement.

A summary of the feedback provided by specific stakeholder groups.

Parent Advisory Committee (PAC)/Parents:

Students:

Staff:

School Site Council (SSC):

ELAC:

SELPA:

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Expanding after school tutoring and summer school opportunities
- Adding Saturday school for academic support
- Providing counseling and mental health support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in new Chromebook and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving student restrooms
- Providing more staff PDs through outside professionals
- Other input includes improving school facilities such as the lunch area, roofs and A/C units.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)	2020-21: 0				2023-24: 0
Percentage of students without access to their own copies of standards-aligned instructional	2020-21: 0%				2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for use at school and at home (Source: Local Indicator Priority 1)					
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2020-21: 0				2022-23: 0
Teacher retention rate (Source: HRIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%
Teacher attendance rate (Source: HRIS)	2020-21: (As of 3/25/21) 99.3%				2023-24: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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		No

Action #	Title	Description	Total Funds	Contributing
		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, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: • Teacher credentialing expenses: Resource: Title II, Part A; Amount: $XX,XXX • Performance pay: Resource: Title II, Part A; Amount: $XX,XXX • Sign-in bonus: Resource: Title II, Part A; Amount: $XX,XXX		
2	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:		No

Action #	Title	Description	Total Funds	Contributing
		textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: • Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: $XX,XXX • Chromebooks: Resource: Title IV, Part A; Amount: $XX,XXX • Other supplemental technology expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
3	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 after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial		No

Action #	Title	Description	Total Funds	Contributing
		supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A		
4	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, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		Yes
5	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		No

Action #	Title	Description	Total Funds	Contributing
		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, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2020-21: 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator Priority 7, SIS)					
Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with exceptional needs (Source: Local Indicator Priority 7, SIS)	2020-21: 100%				2023-24: 100%
Percentage of state standards implementation for all students (Source: Local Indicator Priority 2)	2020-21: 100%				2023-24: 100%
Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost)	2020-21: (As of 5/7/21) 100%				2023-24: 100%
Percentage of students who have received a grade of "C" or better (or	2020-21: (First semester) 75%				2023-24: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS)					
Average Lexile Growth (L) from fall to spring (Source: myON)	2020-21: (As of 5/7/21) pending				2023-24: 55%
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: • All Students: 69.31% • English Learners: 40.00% • Socioeconomically Disadvantaged: 54.13% • Students with Disabilities: 28.07% • Two or More Races: 63.79% • African American: 40.00% • Asian: 76.93% • Hispanic: 69.60% • White: 73.17%				2022-23: • All Students: 71% • English Learners: 46% • Socioeconomically Disadvantaged: 57% • Students with Disabilities: 32% • Two or More Races: 65% • African American: 46% • Asian: 78% • Hispanic: 71% • White: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) • All Students: 41.0 points above standard • English Learners: 8.3 points above standard • Socioeconomically Disadvantaged: 8.6 points above standard • Students with Disabilities: 53.9 points below standard • Two or More Races: 38.1 points above standard • African American: 21.3 points below standard • Asian: 93.2 points above standard • Hispanic: 34.0 points				2022-23: (2023 Dashboard) • All Students: 43.0 points above standard • English Learners: 10.0 points above standard • Socioeconomically Disadvantaged: 10.0 points above standard • Students with Disabilities: 47.0 points below standard • Two or More Races: 40.0 points above standard • African American: 15.0 points below standard • Asian: 94.0 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	above standard • White: 46.7 points above standard				• Hispanic: 36.0 points above standard • White: 48.0 points above 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: 59.6% • English Learners: 33.3% • Socioeconomically Disadvantaged: 54.3% • Students with Disabilities: 50.0% • African American: 58.8% • Hispanic: 58.3% • White: 56.0%				2022-23: • All Students: 65.0% • English Learners: 45.0% • Socioeconomically Disadvantaged: 60.0% • Students with Disabilities: 55.0% • African American: 65.0% • Hispanic: 65.0% • White: 65.0%
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: • All Students: 60.62% • English Learners: 26.67%				2022-23: • All Students: 62.00% • English Learners: 30.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Socioeconomically Disadvantaged: 41.29% - Students with Disabilities: 22.81% - Two or More Races: 56.90% - African American: 30.00% - Asian: 84.61% - Hispanic: 54.40% - White: 67.68%				- Socioeconomically Disadvantaged: 45.00% - Students with Disabilities: 27.00% - Two or More Races: 59.0% - African American: 36.0% - Asian: 86.00% - Hispanic: 57.00% - White: 69.00%
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) - All Students: 21.8 points above standard - English Learners: 21.4 points below standard - Socioeconomically Disadvantaged: 18.5				2022-23: (2023 Dashboard) - All Students: 23.0 points above standard - English Learners: 15.0 points below standard - Socioeconomically Disadvantaged: 12.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard • Students with Disabilities: 74.7 points below standard • Two or More Races: 16.9 points above standard • African American: 37.8 points below standard • Asian: 65.6 points above standard • Hispanic: 8.7 points above standard • White: 32.0 points above standard				points below standard • Students with Disabilities: 66.0 points below standard • Two or More Races: 19.0 points above standard • African American: 30.0 points below standard • Asian: 66.0 points above standard • Hispanic: 10.0 points above standard • White: 33.0 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: 65.7% • English Learners: 69.2% • Socioeconom ically				2022-23: • All Students: 70.0% • English Learners: 70.0% • Socioeconom ically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 61.5% • Students with Disabilities: 54.9% • African American: 58.8% • Hispanic: 61.5% • White: 67.1%				Disadvantaged: 66.0% • Students with Disabilities: 60.0% • African American: 65% • Hispanic: 66.0% • White: 72.0%
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: (2019 Dashboard) 53.3%				2022-23: (2023 Dashboard) 55.0%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2020-21: 33.3%				2023-24: 30.0%
Percentage of students meeting or exceeding standard on the CAASPP-Science assessments	2018-19: • All Students: 55.74% • Socioeconom ically				2022-23: • All Students: 57.00% • Socioeconom ically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)	Disadvantaged: 48.48% • Students with Disabilities: 20.00% • Homeless: 55.74% • Hispanic: 51.35% • White: 58.18%				Disadvantaged: 50.00% • Students with Disabilities: 22.00% • Homeless: 57.0% • Hispanic: 54.00% • White: 60.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: N/A		No

Action #	Title	Description	Total Funds	Contributing
2	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 federal Title funds: • Instructional coach salary and benefits: Resource: Title II, Part A; Amount: $XX,XXX • Professional development expenses: Resource: Title II, Part A; Amount: $XX,XXX • Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $XX,XXX • TeachBoost software fees: Resource: Title II, Part A; Amount: $XX,XXX		Yes

Action #	Title	Description	Total Funds	Contributing
3	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 (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Cityspan, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: • Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX		Yes

Action #	Title	Description	Total Funds	Contributing
		- Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX - Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for after-school: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: $XX,XXX - Teacher stipends for summer school: Resource: Title I, Part A; Amount: $XX,XXX - NWEA MAP testing fees: Resource: Title I, Part A; Amount: $XX,XXX - Illuminate DnA fees: Resource: Title I, Part A; Amount: $XX,XXX - Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $XX,XXX		
4	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		Yes

2021-22 Local Control Accountability Plan for Magnolia Science Academy-San Diego

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: • EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • EL Instructional Aide salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Rosetta Stone program fees: Resource: Title I, Part A; Amount: $XX,XXX		
5	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		No

Action #	Title	Description	Total Funds	Contributing
		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 federal Title funds: N/A		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2020-21: (As of 4/16/21) 27%				2023-24: 20%
Percentage of students in the current graduating class who have taken a	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)					
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)	2020-21: (As of 4/16/21) 100%				2023-24: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	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 federal Title funds: • College-related materials and activities: Resource: Title IV, Part A; Amount: $XX,XXX		Yes

Action #	Title	Description	Total Funds	Contributing
2	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 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: supplemental science program fees. The following expenditures will be funded by federal Title funds: • Supplemental science program fees: Resource: Title IV, Part A; Amount: $XX,XXX • GATE Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Robotics/Engineering Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX		Yes
3	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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 digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: • Computer Teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $XX,XXX		
4	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:		Yes

Action #	Title	Description	Total Funds	Contributing
		PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: • PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Athletic director salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $XX,XXX		
5	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, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: • VPA teacher (Art, Music, etc.) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • LOTE teacher (Spanish) salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX		Yes

Action #	Title	Description	Total Funds	Contributing
		• Other elective teachers salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Extracurricular/Afterschool staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Stipends for clubs: Resource: Title IV, Part A; Amount: $XX,XXX • Afterschool/Club expenses: Resource: Title IV, Part A; Amount: $XX,XXX • Supplemental materials: Resource: Title IV, Part A; Amount: $XX,XXX • Field trip expenses: Resource: Title IV, Part A; Amount: $XX,XXX		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 1				2023-24: 4
Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 1				2023-24: 4
Number of Parent Advisory Committee	2020-21: (As of 5/16/21)				2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PAC) meetings per year (Source: Local Indicator Priority 3)	28				
Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)	2020-21: (As of 5/16/21) 19				2023-24: 5
Number of progress reports sent to parents per year (Source: Local Indicator Priority 3)	2020-21: 4				2023-24: 4
Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2020-21: (As of 4/16/21) 5.1%				2023-24: 15%
Average Daily Attendance (ADA) Rate (Source: SIS)	2020-21: (P-2 ADA) 98.22%				2023-24: 97.00%
Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2020-21: (As of 4/7/21) 3.4%				2023-24: 6.0%
Middle School Dropout Rate (Source: CALPADS)	2020-21: (As of 4/16/21) 0.0%				2023-24: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (Source: CALPADS, CA School Dashboard)	2020-21: (As of 4/9/21) 0.0%				2023-24: 1.0%
Student Expulsion Rate (Source: CALPADS, CDE DataQuest)	2020-21: (As of 4/9/21) 0.00%				2023-24: 0.00%
School experience survey participation rates (Source: Panorama Education)	2020-21: Students: 94.7% Families: 67.9% Staff: 100.0%				2023-24: Students: 90.0% Families: 67.0% Staff: 90.0%
School experience survey average approval rates (Source: Panorama Education)	2020-21: Students: 76% Families: 97% Staff: 95%				2023-24: Students: 74% Families: 85% Staff: 85%
Student retention rate (Source: SIS)	2020-21: (Spring 2020 to Fall 2020) 85%				2023-24: (Spring 2023 to Fall 2023) 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	Charter School will hold periodic meetings to gather input from our families. 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, 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		Yes

Action #	Title	Description	Total Funds	Contributing
		income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provide valuable input for the LCAP. Charter School chooses to utilize the LCAP to serve as the SPSA. 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 federal Title funds: • Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: $XX,XXX • Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: $XX,XXX • DTS program fees: Resource: Title I, Part A; Amount: $XX,XXX		
2	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,		Yes

Action #	Title	Description	Total Funds	Contributing
		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: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, Dean of Culture salary and benefits, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: • PACE coordinator salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends for home visits: Resource: Title I, Part A; Amount: $XX,XXX • Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: $XX,XXX • ParentSquare software fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent Education Bridge program fees: Resource: Title I, Part A; Amount: $XX,XXX • Parent activity/event expenses: Resource: Title I, Part A; Amount: $XX,XXX		
3	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		Yes

Action #	Title	Description	Total Funds	Contributing
		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, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: • Behavior counselor salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX		

Action #	Title	Description	Total Funds	Contributing
		- Attendance clerk salary and benefits: Resource: Title I, Part A; Amount: $XX,XXX - School psychologist salary and benefits (partial): Resource: Title IV, Part A; Amount: $XX,XXX - Outsourced SEL service fees: Resource: Title IV, Part A; Amount: $XX,XXX - SEL program fees (Edge Coaching / Imagine Etiquette / Train of Thought, etc.): Resource: Title IV, Part A; Amount: $XX,XXX - Additional services for homeless students: Resource: Title I, Part A; Amount: $2,750.00		
4	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 federal Title funds: Panorama Education survey fees: Resource: Title I, Part A; Amount: $XX,XXX		Yes

Action #	Title	Description	Total Funds	Contributing
5	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: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: • Outreach and community engagement staff salary and benefits: Resource: Title IV, Part A; Amount: $XX,XXX • Partnership expenses: Resource: Title IV, Part A; Amount: $XX,XXX		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Charter School will increase or improve services provided for unduplicated students by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased (in quantity) or improved (in quality) by those actions in our LCAP that are included in the Goals and Actions section as "contributing" to the increased or improved services requirement. We expect that these actions will result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services we provide to all students. Charter School will increase or improve services for our unduplicated students through the following actions:

- Goal 1: Action 4: Healthy and nutritious meals
Low-income students are eligible to receive reduced-price or free meals at school. Charter School will maintain nutrition education resources and promote healthy food and beverage choices for all students throughout the campus, as well as encourage participation in school meal programs. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes.

- Goal 2: Action 2: Professional development for high-quality instruction
Professional development will occur at the MPS organizational level and within the school. 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 using the TeachBoost software, 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.

- Goal 2: Action 3: 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. 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.) These student supports and interventions will provide increased and improved services for all our unduplicated students who would need the extra support and attention.

- Goal 2: Action 4: 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. These supports and services will provide increased and improved services for our English learners.

- Goal 3: Action 1: 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. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints.

- Goal 3: Action 2: 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. Charter School will design and

implement engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities.

- Goal 3: Action 3: 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. These activities will result in increased and improved services for our unduplicated students by expanding their knowledge and skills in an ever-evolving digital world.

- Goal 3: Action 4: 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. These activities will result in increased and improved services, particularly for our low-income students who may not have a physically active and healthy lifestyle.

- Goal 3: Action 5: 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. 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, languages other than English and culture, sports, visual and performing arts, community service, and others.

- Goal 4: Action 1: Seeking family input for decision making

Charter School will hold periodic meetings to gather input from our families. 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, 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 chooses to utilize

the LCAP to serve as the SPSA. 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 2: 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. These activities will result in increased and improved services for our unduplicated students and their families.

- Goal 4: Action 3: 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. 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. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students.

- Goal 4: Action 4: 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. The surveys help identify and plan for increased and improved services for our unduplicated students and their families.

- Goal 4: Action 5: 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. These activities result in increased and improved resources for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher assignments and credentials					
1	2	All	Instructional materials and technology					
1	3	All	Clean and safe facilities that support learning					
1	4	Low Income	Healthy and nutritious meals					
1	5	All	Well-orchestrated Home Office support services					
2	1	All	Broad course of study and standards-based curriculum					
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction					
2	3	English Learners Foster Youth Low Income	Academic enrichment, intervention and student support					
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities					
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	STEAM and GATE programs					
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs					
3	4	Low Income	Physical education, activity, and fitness					
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education					
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2	English Learners Foster Youth Low Income	Building partnerships with families for student outcomes					
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support					
4	4	English Learners Foster Youth Low Income	Annual stakeholder surveys					
4	5	English Learners Foster Youth Low Income	Community outreach and partnerships					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$0.00	$0.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Healthy and nutritious meals	LEA-wide	Low Income	All Schools		
2	2	Professional development for high-quality instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	3	Academic enrichment, intervention and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools		
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	STEAM and GATE programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Digital literacy and citizenship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Additional programs and activities that support well-rounded education	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	1	Seeking family input for decision making	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Building partnerships with families for student outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4	Annual stakeholder surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	5	Community outreach and partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

2021-22 Local Control Accountability Plan for Magnolia Science Academy-San Diego

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Cover Sheet

Public Hearing for the 2021-22 Budgets for All MPS

Section: V. Information/Discussion Items
Item: B. Public Hearing for the 2021-22 Budgets for All MPS
Purpose: Discuss
Submitted by:
Related Material: Public Hearing 2021-22 Budget.pdf

Board Agenda Item #	V B: Information/Discussion Item
Date:	June 10, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	Public Hearing for the 2021-22 Budgets for all MPS

Proposed Board Recommendation
N/A

Background

- The Adopted Budget is part of an ongoing series of state-required reports for the 2021- 22 fiscal year. The state requires that all local educational agencies adopt a budget by July 1 of each year. County superintendents are required to examine the adopted budget for each school district in the county and the State Superintendent of Public Instruction (SSPI) is required to examine the adopted budget for each county office of education. Budgets are examined for compliance with state-adopted criteria and standards, to identify technical corrections needed, and to determine whether the budget will allow the LEA to meet budget year and multiyear financial commitments.

- These are draft budgets for Magnolia Public Schools. The budgets are presented to the board for review and feedback. The finance staff will work with the school site principals to make any necessary adjustments based on the feedback received from the board and the updates on the state budget which will be enacted on June 15, 2021.

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Budget Implications

The presented draft budgets are still under review and the final 2021-22 Budget for all MPS will be taken to the board for approval on June 24, 2021.

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

The public hearing of Budgets is a requirement for LEAs as described in the Ed

Code.

Name of Staff Originator:

Serdar Orazov, Chief Financial Officer

Attachments
- 2021-22 MPS Budget by School Site (Pg.3)
- 2021-22 Draft Budget for all MPS (Pg.4)

Magnolia Public Schools 21-22 Draft Budget Budgets by site												
	001 - MSA-1	002 - MSA-2	003 - MSA-3	004 - MSA-4	005 - MSA-5	006 - MSA-6	007 - MSA-7	008 - MSA-8	009 - MSA-SA	010 - MSA-SD	MERF (Rollup)	Total
Enrollment	730	485	416	115	270	80	292	430	550	422	0	3,790
Revenue												
LCFF Entitlement	8,431,651	5,573,189	4,547,029	1,429,447	3,179,410	852,263	3,089,032	4,536,366	6,194,583	3,660,985		41,493,955
Federal Revenue	764,141	353,555	1,249,755	680,419	556,872	670,728	390,135	741,224	1,144,270	356,464		6,907,563
Other State Revenue	2,019,614	733,771	829,312	192,182	625,896	200,022	834,096	842,289	1,293,137	706,901		8,277,220
Local Revenue	191,895	0	0	0	0	0	0	0	0	0	5,920,490	6,112,385
Fundraising & Grants	20,000	30,000	20,000	7,500	20,000	20,000	20,000	20,000	20,000	55,000		232,500
Total Revenue	**11,427,300**	**6,690,516**	**6,646,096**	**2,309,548**	**4,382,178**	**1,743,013**	**4,333,264**	**6,139,879**	**8,651,990**	**4,779,349**	**5,920,490**	**63,023,623**
Expense												
Certificated Salaries	3,833,493	2,552,440	2,543,359	1,078,872	1,651,397	664,804	1,461,003	2,325,488	3,078,812	1,797,453		20,987,120
Classified Salaries	901,894	628,150	731,364	185,668	381,995	155,050	582,079	696,789	930,237	487,611	3,392,589	9,073,426
Employee Benefits	1,536,316	975,307	1,189,856	474,162	697,953	290,712	635,075	987,311	1,434,312	790,648	1,008,905	10,020,557
Books & Supplies	399,915	325,830	287,040	112,890	185,986	69,606	114,864	345,238	342,073	202,028	101,200	2,486,670
Services & Other Operating Expenses	3,357,993	1,719,709	1,739,836	379,282	1,198,371	553,638	1,388,007	1,639,188	1,647,082	1,445,431	1,441,028	16,509,564
Capital Outlay & Depreciation	164,646	114,318	53,976	13,833	48,945	30,737	61,550	117,038	647,277	52,708	859	1,305,887
Other Outflows	0	0	0	0	0	0	0	0	558,517	0	0	558,517
Total Expense	**10,194,257**	**6,315,753**	**6,545,430**	**2,244,707**	**4,164,647**	**1,764,547**	**4,242,577**	**6,111,052**	**8,638,311**	**4,775,880**	**5,944,582**	**60,941,743**
Net Income	**1,233,043**	**374,763**	**100,666**	**64,841**	**217,531**	**-21,535**	**90,687**	**28,827**	**13,679**	**3,470**	**-24,092**	**2,081,880**

Magnolia Public Schools

FY2021-2022 Draft Budget

Consolidted

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	**2019-20**	**2020-21**	**2020-2021**	**Year to date as of Jun-2022**
Enrollment	3,957	3,891	3,862	3,867	3,790
Revenue					
LCFF Entitlement	39,134,305	40,431,155	33,143,028	42,120,796	41,493,955
Federal Revenue	2,640,558	2,847,972	6,044,570	7,550,729	6,907,563
Other State Revenue	7,421,950	6,801,757	6,159,449	5,508,347	8,277,220
Local Revenue	6,513,118	5,767,731	2,934,346	5,452,534	6,112,385
Fundraising & Grants	262,104	337,340	71,965	278,938	232,500
Total Revenue	**55,972,035**	**56,185,955**	**48,353,358**	**60,911,344**	**63,023,623**
Expense					
Certificated Salaries	17,100,124	18,198,928	16,151,452	19,771,774	20,987,120
Classified Salaries	6,217,434	6,866,241	5,450,126	6,579,524	9,073,426
Employee Benefits	10,170,962	9,928,981	7,389,446	9,232,798	10,020,557
Books & Supplies	2,667,672	1,562,308	2,055,364	4,225,760	2,486,670
Services & Other Operating Expenses	18,162,284	16,241,319	11,488,711	16,915,652	16,509,564
Capital Outlay & Depreciation	898,037	844,653	605,559	1,142,183	1,305,887
Other Outflows	631,529	582,787	583,800	634,363	558,517
Total Expense	**55,848,041**	**54,225,218**	**43,724,459**	**58,502,055**	**60,941,743**
Net Income	**123,994**	**1,960,737**	**4,628,900**	**2,409,289**	**2,081,880**

Magnolia Science Academy - 1

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	**2019-20**	**2020-21**	**2020-2021**	**Year to date as of Jun-2022**
Enrollment	590	650	710	715	730
Revenue					
LCFF Entitlement	6,399,704	7,240,547	6,172,296	7,966,760	8,431,651
Federal Revenue	640,014	765,437	1,090,806	1,356,304	764,141
Other State Revenue	1,863,463	1,608,027	1,420,367	1,471,815	2,019,614
Local Revenue	145,104	2,358	745	20,000	191,895
Fundraising & Grants	202,500	78,598	1,927	61,934	20,000
Total Revenue	**9,250,785**	**9,694,968**	**8,686,142**	**10,876,813**	**11,427,300**
Expense					
Certificated Salaries	2,795,120	2,994,057	2,805,005	3,412,699	3,833,493
Classified Salaries	668,816	731,776	625,903	776,325	901,894
Employee Benefits	1,510,977	1,883,187	1,110,743	1,396,742	1,536,316
Books & Supplies	715,810	182,524	302,159	722,042	399,915
Services & Other Operating Expenses	3,421,525	3,395,262	2,253,543	3,408,506	3,357,993
Capital Outlay & Depreciation	71,472	68,205	108,767	146,000	164,646
Other Outflows	16,750	0	19,290	22,000	0
Total Expense	**9,200,471**	**9,255,010**	**7,225,410**	**9,884,314**	**10,194,257**
Net Income	**50,313**	**439,957**	**1,460,732**	**992,500**	**1,233,043**

Magnolia Science Academy - 2

	Actuals			20-21 Second Interim Budget	21-22 Budget
Accounts	2018-19	2019-20	2020-21	2020-2021	Year to date as of Jun-2022
Enrollment	437	435	464	464	485
Revenue					
LCFF Entitlement	4,605,903	4,795,130	3,853,905	4,789,071	5,573,189
Federal Revenue	297,621	252,373	763,653	957,559	353,555
Other State Revenue	736,395	621,972	592,854	399,046	733,771
Local Revenue	73,390	242,687	1,456	29,469	0
Fundraising & Grants	1,000	36,765	25,902	32,841	30,000
Total Revenue	**5,714,309**	**5,948,927**	**5,237,769**	**6,207,986**	**6,690,516**
Expense					
Certificated Salaries	2,032,953	2,209,254	1,952,563	2,344,603	2,552,440
Classified Salaries	510,300	488,614	455,104	564,262	628,150
Employee Benefits	1,111,880	1,083,435	786,976	954,214	975,307
Books & Supplies	294,827	135,583	222,148	560,608	325,830
Services & Other Operating Expenses	1,795,542	1,412,558	797,484	1,485,017	1,719,709
Capital Outlay & Depreciation	69,484	59,061	64,439	84,259	114,318
Total Expense	**5,814,987**	**5,388,505**	**4,278,714**	**5,992,964**	**6,315,753**
Net Income	**-100,678**	**560,422**	**959,055**	**215,023**	**374,763**

Magnolia Science Academy - 3

	Actuals			20-21 Second Interim Budget	21-22 Budget
Accounts	2018-19	2019-20	2020-21	2020-2021	Year to date as of Jun-2022
Enrollment	510	497	417	417	416
Revenue					
LCFF Entitlement	5,190,998	5,140,719	4,052,906	5,034,004	4,547,029
Federal Revenue	242,654	264,608	642,998	817,268	1,249,755
Other State Revenue	925,718	807,212	747,953	601,147	829,312
Local Revenue	77,182	9,509	300	963	0
Fundraising & Grants	0	36,424	2,415	28,551	20,000
Total Revenue	**6,436,552**	**6,258,473**	**5,446,572**	**6,481,932**	**6,646,096**
Expense					
Certificated Salaries	1,930,692	2,105,900	1,775,228	2,248,278	2,543,359
Classified Salaries	692,283	794,867	551,072	661,744	731,364
Employee Benefits	1,139,390	1,127,648	822,671	1,017,736	1,189,856
Books & Supplies	193,984	252,259	162,893	356,826	287,040
Services & Other Operating Expenses	2,433,107	2,217,653	1,431,598	1,957,327	1,739,836
Capital Outlay & Depreciation	63,804	6,440	20,376	36,616	53,976
Other Outflows	0	0	0	409	0
Total Expense	**6,453,260**	**6,504,767**	**4,763,838**	**6,278,936**	**6,545,430**
Net Income	**-16,709**	**-246,293**	**682,734**	**202,996**	**100,666**

Magnolia Science Academy - 4

Accounts	Actuals 2018-19	2019-20	2020-21	20-21 Second Interim Budget 2020-2021	21-22 Budget Year to date as of Jun-2022
Enrollment	176	131	100	100	115
Revenue					
LCFF Entitlement	1,797,472	1,419,604	1,140,634	1,431,301	1,429,447
Federal Revenue	104,267	103,688	259,050	308,218	680,419
Other State Revenue	263,369	235,912	176,869	121,905	192,182
Local Revenue	87,140	75,553	0	0	0
Fundraising & Grants	0	6,586	0	9,823	7,500
Total Revenue	**2,252,248**	**1,841,342**	**1,576,553**	**1,871,247**	**2,309,548**
Expense					
Certificated Salaries	863,769	891,262	697,309	795,904	1,078,872
Classified Salaries	138,385	155,660	116,474	150,696	185,668
Employee Benefits	410,642	463,049	300,961	317,769	474,162
Books & Supplies	79,469	38,431	117,864	169,540	112,890
Services & Other Operating Expenses	892,114	690,542	302,886	420,829	379,282
Capital Outlay & Depreciation	15,656	16,838	8,887	18,835	13,833
Total Expense	**2,400,034**	**2,255,781**	**1,544,381**	**1,873,573**	**2,244,707**
Net Income	**-147,786**	**-414,439**	**32,171**	**-2,326**	**64,841**

Magnolia Science Academy - 5

Accounts	Actuals 2018-19	2019-20	2020-21	20-21 Second Interim Budget 2020-2021	21-22 Budget Year to date as of Jun-2022
Enrollment	248	281	290	290	270
Revenue					
LCFF Entitlement	2,519,073	3,043,774	2,555,211	3,514,892	3,179,410
Federal Revenue	129,173	148,113	464,881	571,146	556,872
Other State Revenue	239,173	430,857	406,702	311,130	625,896
Local Revenue	20,974	64,740	19,290	0	0
Fundraising & Grants	0	6,243	0	1,867	20,000
Total Revenue	**2,908,393**	**3,693,727**	**3,446,085**	**4,399,035**	**4,382,178**
Expense					
Certificated Salaries	1,157,073	1,264,367	1,187,984	1,411,342	1,651,397
Classified Salaries	236,315	284,476	280,499	337,616	381,995
Employee Benefits	622,201	647,230	517,787	629,899	697,953
Books & Supplies	237,446	184,041	115,954	314,485	185,986
Services & Other Operating Expenses	751,104	963,501	750,434	1,033,019	1,198,371
Capital Outlay & Depreciation	17,579	24,734	23,134	43,496	48,945
Total Expense	**3,021,718**	**3,368,350**	**2,875,792**	**3,769,858**	**4,164,647**
Net Income	**-113,324**	**325,377**	**570,293**	**629,177**	**217,531**

Magnolia Science Academy - 6

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	**2019-20**	**2020-21**	**2020-2021**	**Year to date as of Jun-2022**
Enrollment	156	134	163	163	80
Revenue					
LCFF Entitlement	1,496,543	1,338,849	1,258,205	1,594,751	852,263
Federal Revenue	94,928	107,108	276,656	291,072	670,728
Other State Revenue	321,359	274,440	234,030	228,935	200,022
Local Revenue	9,041	47,739	0	0	0
Fundraising & Grants	0	3,314	0	15,642	20,000
Total Revenue	**1,921,871**	**1,771,450**	**1,768,891**	**2,130,400**	**1,743,013**
Expense					
Certificated Salaries	711,841	698,765	626,840	786,686	664,804
Classified Salaries	110,311	150,107	103,858	180,408	155,050
Employee Benefits	378,689	347,271	248,124	327,915	290,712
Books & Supplies	76,505	77,316	64,457	160,866	69,606
Services & Other Operating Expenses	416,236	457,395	465,869	586,666	553,638
Capital Outlay & Depreciation	17,896	3,343	8,908	21,394	30,737
Total Expense	**1,711,479**	**1,734,196**	**1,518,055**	**2,063,934**	**1,764,547**
Net Income	**210,392**	**37,254**	**250,836**	**66,466**	**-21,535**

Magnolia Science Academy - 7

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	**2019-20**	**2020-21**	**2020-2021**	**Year to date as of Jun-2022**
Enrollment	291	292	294	294	292
Revenue					
LCFF Entitlement	2,764,875	2,953,281	2,402,172	2,988,643	3,089,032
Federal Revenue	308,717	171,912	451,376	500,284	390,135
Other State Revenue	796,108	639,729	647,548	621,589	834,096
Local Revenue	62,151	106,712	27,766	0	0
Fundraising & Grants	0	13,001	763	15,756	20,000
Total Revenue	**3,931,852**	**3,884,636**	**3,529,626**	**4,126,273**	**4,333,264**
Expense					
Certificated Salaries	1,105,457	1,177,789	1,077,850	1,325,046	1,461,003
Classified Salaries	346,488	417,435	327,867	425,053	582,079
Employee Benefits	697,922	599,600	487,655	574,461	635,075
Books & Supplies	187,042	92,530	163,691	281,488	114,864
Services & Other Operating Expenses	1,550,498	1,257,113	1,278,326	1,454,869	1,388,007
Capital Outlay & Depreciation	0	3,917	24,857	54,711	61,550
Total Expense	**3,887,407**	**3,548,384**	**3,360,245**	**4,115,629**	**4,242,577**
Net Income	**44,445**	**336,252**	**169,380**	**10,644**	**90,687**

Magnolia Science Academy - 8

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	**2019-20**	**2020-21**	**2020-2021**	**Year to date as of Jun-2022**
Enrollment	471	482	440	440	430
Revenue					
LCFF Entitlement	4,646,128	4,878,259	3,913,559	4,787,196	4,536,366
Federal Revenue	325,143	345,797	779,482	926,408	741,224
Other State Revenue	750,585	790,684	748,951	580,004	842,289
Local Revenue	40,730	1,999	9,841	0	0
Fundraising & Grants	0	2,958	0	5,500	20,000
Total Revenue	**5,762,586**	**6,019,697**	**5,451,833**	**6,299,108**	**6,139,879**
Expense					
Certificated Salaries	1,708,224	1,903,168	1,735,070	2,101,233	2,325,488
Classified Salaries	519,107	616,273	474,286	667,617	696,789
Employee Benefits	1,025,546	958,226	714,191	894,938	987,311
Books & Supplies	316,770	241,274	264,427	706,347	345,238
Services & Other Operating Expenses	1,953,928	1,685,009	1,116,488	1,908,279	1,639,188
Capital Outlay & Depreciation	65,910	63,360	14,566	103,872	117,038
Other Outflows	21,259	0	0	8,289	0
Total Expense	**5,610,744**	**5,467,309**	**4,319,028**	**6,390,575**	**6,111,052**
Net Income	**151,842**	**552,388**	**1,132,805**	**-91,467**	**28,827**

Magnolia Science Academy - Santa Ana

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	**2019-20**	**2020-21**	**2020-2021**	**Year to date as of Jun-2022**
Enrollment	674	546	543	543	550
Revenue					
LCFF Entitlement	6,767,105	6,056,968	4,751,707	6,247,026	6,194,583
Federal Revenue	399,677	571,325	1,047,701	1,443,937	1,144,270
Other State Revenue	981,461	758,856	740,772	680,525	1,293,137
Local Revenue	31,249	44,585	2,757	5,003	0
Fundraising & Grants	58,604	63,087	4,735	28,103	20,000
Total Revenue	**8,238,097**	**7,494,821**	**6,547,672**	**8,404,594**	**8,651,990**
Expense					
Certificated Salaries	2,739,405	2,689,332	2,244,763	2,855,185	3,078,812
Classified Salaries	791,138	794,350	484,176	691,323	930,237
Employee Benefits	1,336,101	1,306,479	1,098,687	1,315,152	1,434,312
Books & Supplies	247,647	179,850	451,070	627,175	342,073
Services & Other Operating Expenses	1,943,217	1,268,784	715,283	1,679,042	1,647,082
Capital Outlay & Depreciation	560,847	583,197	305,264	587,000	647,277
Other Outflows	593,520	582,787	560,337	600,165	558,517
Total Expense	**8,211,877**	**7,404,779**	**5,859,580**	**8,355,042**	**8,638,311**
Net Income	**26,220**	**90,043**	**688,092**	**49,552**	**13,679**

Magnolia Science Academy - San Diego

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	2019-20	2020-21	2020-2021	Year to date as of Jun-2022
Enrollment	404	443	441	441	422
Revenue					
LCFF Entitlement	2,946,503	3,564,024	3,042,433	3,767,152	3,660,985
Federal Revenue	98,364	117,611	267,968	378,531	356,464
Other State Revenue	544,317	576,754	443,403	492,252	706,901
Local Revenue	102,064	60,080	3,962	5,636	0
Fundraising & Grants	0	68,891	26,918	78,921	55,000
Total Revenue	**3,691,248**	**4,387,360**	**3,784,684**	**4,722,493**	**4,779,349**
Expense					
Certificated Salaries	1,534,698	1,609,258	1,441,550	1,696,593	1,797,453
Classified Salaries	366,000	402,126	216,429	324,254	487,611
Employee Benefits	864,383	820,691	597,029	699,390	790,648
Books & Supplies	144,382	103,569	102,435	164,787	202,028
Services & Other Operating Expenses	1,576,994	1,488,281	1,266,043	1,509,738	1,445,431
Capital Outlay & Depreciation	15,216	14,699	25,931	45,000	52,708
Other Outflows	0	0	2,657	3,500	0
Total Expense	**4,501,673**	**4,438,625**	**3,652,074**	**4,443,262**	**4,775,880**
Net Income	**-810,425**	**-51,264**	**132,610**	**279,230**	**3,470**

MERF - Home Office

Accounts	Actuals			20-21 Second Interim Budget	21-22 Budget
	2018-19	2019-20	2020-21	2020-2021	Year to date as of Jun-2022
Revenue					
Other State Revenue	0	57,314	0	0	0
Local Revenue	5,864,094	5,111,769	2,868,229	5,391,463	5,920,490
Fundraising & Grants	0	21,471	9,304	0	0
Total Revenue	**5,864,094**	**5,190,555**	**2,877,533**	**5,391,463**	**5,920,490**
Expense					
Certificated Salaries	520,891	655,777	607,289	794,204	0
Classified Salaries	1,838,289	2,030,557	1,814,456	1,800,228	3,392,589
Employee Benefits	1,073,230	692,166	704,624	1,104,582	1,008,905
Books & Supplies	173,790	74,931	88,267	161,595	101,200
Services & Other Operating Expenses	1,428,019	1,405,222	1,110,758	1,472,360	1,441,028
Capital Outlay & Depreciation	172	859	430	1,000	859
Other Outflows	0	0	1,516	0	0
Total Expense	**5,034,391**	**4,859,513**	**4,327,340**	**5,333,969**	**5,944,582**
Net Income	**829,704**	**331,042**	**-1,449,807**	**57,495**	**-24,092**

Cover Sheet

Creating a Standard of Care for Mental Health and Wellness Across MPS

Section: V. Information/Discussion Items
Item: C. Creating a Standard of Care for Mental Health and Wellness Across MPS
Purpose: Discuss
Submitted by:
Related Material: Creating a Standard of Care for Mental Health & Wellness.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	V C: Information/Discussion Item
Date:	June 10, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Brenda Lopez, Director of Student Services
	Dr. Artis Callaham, Director of Special Education & Support Services
RE:	Creating a Standard of Care for Mental Health and Wellness across MPS Schools: Data, reflections and recommendations

Proposed Board Motion
Informational item only

Introduction

● The purpose of this presentation is to share the collective work and ongoing efforts to create a standard of care across Magnolia Public Schools related to Mental Health and Wellness resources and support for stakeholders. Specifically, through the use of stakeholder surveys, ongoing stakeholder meetings, and feedback on shared resources. Also, leveraging existing tools that were developed this school year as well as immediately following school closures in March 2020.

Background

● Annually students are surveyed to understand how social emotional learning (SEL)is supported and impacted across school sites. Beginning in September 2020, the MPS Home Office Academic Team in collaboration with school site leaders developed a survey to learn more on the SEL topic from all stakeholder groups expanding on social emotional wellness, mental health, and addressing basic needs during a global pandemic.

Analysis (If applicable)

● The presentation shared provides a breakdown of the data collected, as well as reflections and recommendations to continue to inform a standard of care for mental health and wellness across all MPS

Budget Implications
● N/A

Exhibits (attachments):
● Mental Health and Wellness: SoC Slide Deck

Mental Health and Wellness

MPS Standard of Care 2020-2021

Objective

For the 2020-2021 MPS Academic school year, home office surveyed all stakeholders regarding mental health and wellness to identify basic needs and additional needs, focus themes included:

❏ Learning Model
❏ Basic needs (Sleep, Food, Health)
❏ Relationships (Connection)
❏ Emotions/Feelings
❏ Additional free response questions asking what is currently the hardest or happiest part of life and anything additional they would like to share

Background

Leading into the 2020-2021 Academic School year we knew mental health and wellness would be an area of need as we were collectively experiencing a global pandemic

❏   Reopening SEL Task Force
❏   Zones of Regulation, skill building focused on self-regulation and emotions
❏   Remote crisis response protocol
❏   Leverage existing partnerships and resources with universities, internship programs, LACOE, OCDE, DPMH + UCLA, and PSMHTTC

- Student response rates **1,070 of 3,873 total enrollment**
- Staff response rates **236/ 333**
- Parents/Caregivers response rates **467**
- ALL Students- The Dean of Students with support from mental health providers conducted follow up for support
- ALL Staff- Individual follow ups conducted with more than 30 staff members
- ALL Parents/Caregivers- The Dean of Students with support from mental health providers conducted follow up for support

- Student response rates **2,815 of 3,589 total enrollment**
- Staff response rates **251/ 333**
- Parents/Caregivers response rates **523**
- ALL Students- The Dean of Students with support from mental health providers conducted follow up for support
- ALL Staff- Share communication regarding EAP and Care Solace
- ALL Parents/Caregivers- The Dean of Students with support from mental health providers conducted follow up for support

Results Winter December 2020

- Student response rates **2,753 of 3,589 total enrollment**
- Staff response rates **266/ 352**
- Parents/Caregivers response rates **690/ 3230**
- ALL Students- The Dean of Students with support from mental health providers conduct follow up for support
- ALL Staff- Share EAP, Care Solace and Group Counseling opportunities
- ALL Parents/Caregivers- The Dean of Students with support from mental health providers conduct follow up for support

Results Spring 2021

Reflections

Students

- ❑ Shared resources
- ❑ Explicitly taught self-regulation through ZOR and additional SEL resources
- ❑ Provided opportunities to build connection and support through virtual learning
- ❑ Created a referral service and communicated partner support

Staff

- ❑ Shared resources
- ❑ Connected staff to EAP and other mental health platforms
- ❑ Presented information regarding grief and loss as well as provided materials for creating and sustaining a safe and supportive environment

Parents/ Caregivers

- ❑ Locally connected caregivers to community resources based on identified needs
- ❑ Created referral connections for support on site
- ❑ Developed and hosted a resume writing workshop to address financial uncertainty
- ❑ Communicated with parents/caregivers regarding mental health resources and programs available to them and the overall community

Recommendations

Students

- ❏ Continuing with Social emotional wellness through a Trauma Informed Lens
- ❏ Normalize conversations regarding self-regulation, advocating for wellness and identifying emotions
- ❏ Strengthen referral process across school sites both virtually and in person

Staff

- ❏ Work Life Balance: Healthy Boundaries, ABCs of burnout, EAP
- ❏ RISE Learning Modules, RISE Staff Workshop
- ❏ Capacity building workshops, adult learning theory
- ❏ Mental Health Training including PFA

Parents/Caregivers

- ❏ Continue to keep lines of communication open with families/ caregivers
- ❏ Take inventory of community partnerships, create a handoff pipeline, if one does not already exist
- ❏ Get input and create periodic check-ins
- ❏ Evaluate if programs and systems are working for the need they were intended to address
- ❏ Identify and leverage cultural brokers within the community
- ❏ Identify a staff member to support families as a service navigator

SEL Core Competencies

Self-Management
- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

Self-Awareness
- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness
- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills
- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

Responsible Decision-Making
- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

SELF-MANAGEMENT

SELF-AWARENESS

Social & Emotional Learning

SOCIAL AWARENESS

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

Sources: CASEL, Acknowledge Alliance

Thank you

Cover Sheet

Academic Updates

Section: V. Information/Discussion Items
Item: D. Academic Updates
Purpose: Discuss
Submitted by:
Related Material: Academic Department Updates.pdf

Board Agenda Item #	V D: Information/Discussion Item
Date:	June 10, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

Proposed Board Recommendation

N/A - This is an informational Item

Background

MPS Academics departments will update board members on the following programs, activities and events.

- Transition to in-person(hybrid) instruction
- What is remaining in this school year
- New programs and initiatives and for the upcoming school year(s)
- Professional Development Plans
- COVID Funding for Academic Programs
- Student Achievement Data and Progress
- Updates from MPS Academic Department Directors and Coordinators
- Update on the TeachFX program
- Update on MSA-2 Magnet programs from MSA-2 Principal

Attachments
1. Slide Deck for Academic Updates
2. Slide Deck for MSA-2 Magnet Program

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Board Meeting

Academic Updates | Date: June 10, 2021

Transition to in-person(hybrid) instruction

- All schools reopened for hybrid learning. Students receive two days of in-person instruction

- Providing ongoing support for hybrid learning in terms of strategies and effective practices

- Updated MPS grading policy

- Updated MPS assessment plans

- Monitoring student engagement, academic progress and social emotional well-being.

In-Person Student Counts

MPS	Total Enrollment	Average On Site Student Totals for all cohorts for the week	On Site Student %
MSA-SA (Elem)	287	135	47%
MSA-SA (Secondary)	256	80	31%
MSA-San Diego	430	260	60%
MSA-Bell	439	82	19%
MSA-1 (MS)	390	97	25%
MSA-1 (HS)	321	53	17%
MSA-2	468	138	29%
MSA-3	421	43	10%
MSA-4	101	37	37%
MSA-5	290	63	22%
MSA-6	161	25	16%
MSA-7	292	120	41%
TOTAL	**3856**	**1133**	29%

2
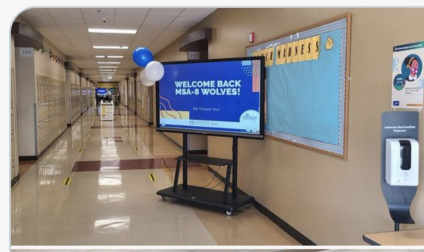
What is remaining in this school year?

- Social emotional wellbeing and health of students and staff
- Assessments (NWEA MAP, SBAC, ELPAC, AP Exams, Finals)
- Gifted and Talented Program Assessment for CALPADS Deadline
- Graduations and promotions
- Portrait of a graduate work by June 10
- Plans for addressing MSA-1 Significant Disproportionality
- Completing Disproportionality Process for MSA 1, 5 and SD
- SPED/ 504 Assessments - IEP and Strategies for Inclusion-SIM Meetings
- SPED and EL Coordinators EOY 4 CALPADS Data MPS Wide
- MSA-4 School Improvement Plans
- Summer Schools (July 6-23)
- MTSS – Summer institute and next steps

Graduations and Promotions

School Site	Graduation Type	Type of Ceremony	Location (If applicable)	# of Graduates	Graduation Date	Time
	HS	Outdoor	MSA7	74	June 9th	4:00 PM
MSA-1	MS	Outdoor	MSA-7	128	June 9th	1:00 PM
MSA-2	MS- Class of 2021- 8th grade	Outdoor	Football Field - Birmingham/MSA2	90	June 9th	5:00 PM
MSA-2	MS - Class of 2020 - 8th grade	Outdoor	Football Field - Birmingham/MSA2	50 (TBD)	June 10th	1:30 PM
MSA-2	HS - Senior class of 2021	Outdoor	Football Field - Birmingham/MSA2	41	June 10th	5:00 PM
MSA-3	MS	Drive Thru	MSA-3	88	June 9th	1:00 PM
	HS	Outdoor	MSA-3	45	June 11th	10:00 AM
MSA-4	HS	Outdoor (Drive-in)	MSA-4	23	June 10th	5:00 PM
MSA-5	MS	Outdoor	Reseda CHS Stadium	58	Saturday, June 5th	10:00 AM
	HS	Outdoor	Reseda CHS Stadium	23	Saturday, June 5th	11:00 AM
MSA-6	MS	Outdoor (Walk through)/Zoom	MSA-6/Zoom	60ish	June 8 and 9	12:00 PM
MSA-7	5TH	Outdoor	MSA-7 Field	30	June 10th	10:30 AM
	K	Drive-thru	MSA-7 Parking Lot	56	June 10th	8:30 AM
MSA-8	MS	Outdoor	Orchard Academies/Outdoor Soccer & Basketball field	150ish	6/11/21	9:00 AM
MSA-SA	K	Indoor	MSA SA GYM	31	June 9	9:00 AM
	6TH	Indoor	MSA SA GYM	53	June 9	11:00 AM
	MS	Indoor	MSA SA GYM	53	June 10	2:00 PM
	HS	Indoor	MSA SA GYM	21	June 10	5:00 PM
MSA-SD	MS	In person - outdoor	Campus quad	157	06/18/2021	4:00 PM

New programs and initiatives and for the upcoming school year(s)

- Extended School Year – Instructional time – Teacher planning and collaboration PLCs
- New Positions
  - College Career Counselor Position
  - Teachers on Special Assignments – Org Wide
  - Social Workers
  - Special Programs Coordinator/CMO (TBD)
- New Student Information System – InfiniteCampus.com   – trainings started – more in the summer
- Developing Comprehensive GATE curriculum and programs
- Restarting the CIF Athletics Programs
- Expanding Dual/Concurrent enrollment programs and impact – CCAP Agreements
- Restarting MPS STEAM EXPO
- New Programs IXL, NWEA Accelerator
- New Math Curriculum Adoption Project
- Expand NGSS Science Curriculum adoption
- Adopting Ethnic Studies Curriculum

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Professional Development Plans

Focus on MPS-wide Professional Development

- Culturally Relevant Teaching (CRT)
  - Culturally Responsive Teaching
  - Culturally Sustaining Schools

- Multi-tiered Systems of Support (MTSS)
  - Social Emotional Learning (SEL) and wellbeing
  - Universal Design for Learning (UDL)

- Project Based Learning (PBL)

Timeline

- Leadership Academy – June 16-17, 2021
- Summer Symposium (in-person)
  - August 2 - School Leaders
  - August 3 – All Staff
  - August 4 – New Teachers
- School in-services and orientations (TBD Aug 5-20)

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COVID Funding for Academic Programs

Excited and thankful for the much needed extra funding

- Coordination of expenditures from funds including Care Act, AB86, American Rescue Plan (ARP Act), ESSER Fund, GEER, GF, ESSER II Fund (CRRSA Act), GEER II, In-Person Instruction (IPI), Expanded Learning Opportunities (ELOG)

- School Expanded Learning Opportunities Grant (ELOG) plans will be submitted to the MPS Board on May 27 and to the county office of educations before June 5.

2020-2021

Student Achievement Data and Progress

Failing Students Data

Site	Fall Semester # of students	Fall 20-21 Progress Report 1		Fall 20-21 Progress Report 2		Fall 20-21 Report Card	
		# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade
MSA-1	717	375	52%	392	55%	271	38%
MSA-2	465	251	54%	275	59%	120	26%
MSA-3	417	225	54%	222	53%	110	26%
MSA-4	100	48	48%	42	42%	21	21%
MSA-5	291	152	52%	167	57%	80	27%
MSA-6	162	75	46%	80	50%	33	20%
MSA-7	294	137	47%	0	0%	109	37%
MSA-8	442	212	48%	219	49%	141	32%
MSA-SD	440	182	41%	157	36%	108	25%
MSA-SA	544	228	42%	156	51%	170	31%
MPS Total	3872	1885	49%	1710	47%	1163	30%

NWEA MAP
Fall 20-21 to Winter 20-21 - for school administered

	Math	Reading
MPS	54.8%	52.6%
MSA1	63.1%	58.9%
MSA2	68.3%	60.8%
MSA3	55.6%	55.9%
MSA4	71.7%	68.1%
MSA5	N/A	N/A
MSA6	N/A	N/A
MSA7	26.8%	32.5%
MSA8	56.6%	47.0%
MSASD*	47.4%	N/A
MSASA	N/A	N/A

Percent of students meeting the growth targets. Goal is 60%. Not all schools administered Winter MAP tests. * MSA-SD tested targeted group of students.

NWEA MAP
ELA Achievement Projection on 2021 SBAC
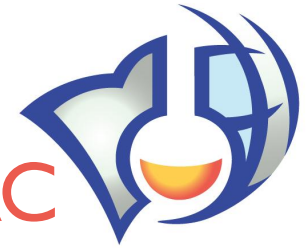
Fall 2020 MAP Reading - Proficiency Projection for 2020-21 SBAC

	2018-19: (All Students)	2020-21: (All Students)	Fall 2019 Proficiency Projection for 2019-20 SBAC	MAP Reading - Fall 2020				
	Baseline (CAASPP)	**Target (CAASPP)**	**Baseline (MAP Reading)**	**Student Count**	**Level 3 and 4 Projection**	**Level 3 and 4 Projection for 2020-21 SBAC**	**Exceeded Target by**	**On Target?**
MSA-1	45.06%	46.00%	32.42%	361	94	26.04%	-19.96%	P
MSA-2	41.81%	44.00%	25.75%	254	78	30.71%	-13.29%	Y
MSA-3	35.67%	36.00%	21.03%	167	36	21.56%	-14.44%	P
MSA-4	27.12%	30.00%	15.63%	0	0	N/A	N/A	N/A
MSA-5	46.96%	48.00%	16.67%	139	30	21.58%	-26.42%	Y
MSA-6	46.26%	48.00%	17.32%	150	39	26.00%	-22.00%	Y
MSA-7	44.54%	48.00%	33.04%	124	39	31.45%	-16.55%	P
MSA-8	43.07%	45.00%	31.09%	428	164	38.32%	-6.68%	Y
MSA-SD	69.31%	70.00%	56.78%	401	249	62.09%	-7.91%	Y
MSA-SA	34.23%	35.00%	25.91%	257	78	30.35%	-4.65%	Y
MPS	44.70%	50.00%	31.85%	2,281	807	35.38%	-14.62%	Y

Fall 2020 MAP Reading - Proficiency Projection for 2020-21 SBAC

Chart values:
- MSA-1: 26.04%
- MSA-2: 30.71%
- MSA-3: 21.56%
- MSA-4: (no value)
- MSA-5: 21.58%
- MSA-6: 26.00%
- MSA-7: 31.45%
- MSA-8: 38.32%
- MSA-SD: 62.09%
- MSA-SA: 30.35%
- MPS: 35.38%
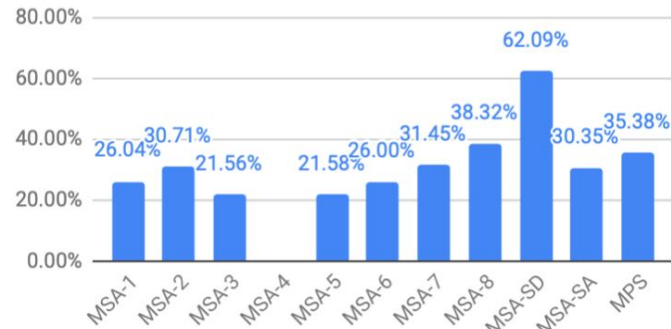
NWEA MAP
Math Achievement Projection on 2021 SBAC

Fall 2019 to Fall 2020 MAP Reading - Percent Met Growth Projection

	2018-19: (Fall to Spring)	2020-21: (Fall to Spring)	Fall 2018 to Fall 2019 Percent Met Growth Projection	MAP Reading - Fall 2019 to Fall 2020				
	Baseline	Target	Baseline	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by	On Target?
MSA-1	54.2%	56.0%	53.2%	414	193	46.6%	-9.4%	N
MSA-2	58.6%	60.0%	56.9%	278	162	58.3%	-1.7%	Y
MSA-3	50.6%	53.0%	62.6%	256	127	49.6%	-3.4%	P
MSA-4	51.8%	56.0%	62.5%	68	37	54.4%	-1.6%	P
MSA-5	64.8%	65.0%	44.9%	170	97	57.1%	-7.9%	Y
MSA-6	59.4%	60.0%	61.3%	90	60	66.7%	6.7%	Y
MSA-7	48.7%	49.0%	38.5%	115	41	35.7%	-13.3%	P
MSA-8	61.8%	62.0%	56.9%	286	127	44.4%	-17.6%	N
MSA-SD	59.6%	60.0%	60.7%	251	148	59.0%	-1.0%	Y
MSA-SA	50.4%	52.0%	55.6%	325	164	50.5%	-1.5%	P
MPS	56.2%	60.0%	55.5%	2,253	1,156	51.3%	-8.7%	P

NWEA MAP Growth English Language Learners

	2018-19: (English Learners)	2020-21: (English Learners)	Fall 2018 to Fall 2019 Percent Met Growth Projection (EL)	Fall 2020 to Spring 2021 (EL)	MAP Reading - Fall 2019 to Fall 2020 (EL)				
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Reading)	Target (MAP Reading)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by	On Target?
MSA-1	67.8 points below standard	64.0 points below standard	44.3%	50.0%	74	28	37.8%	-12.2%	N
MSA-2	62.1 points below standard	59.0 points below standard	51.6%	56.0%	37	15	40.5%	-15.5%	N
MSA-3	87.6 points below standard	82.0 points below standard	90.0%	53.0%	12	8	66.7%	13.7%	Y
MSA-4	114.4 points below standard	110.0 points below standard	50.0%	56.0%	10	6	60.0%	4.0%	Y
MSA-5	43.3 points below standard	40.3 points below standard	48.6%	69.0%	45	20	44.4%	-24.6%	P
MSA-6	48.3 points below standard	45.3 points below standard	52.9%	50.0%	22	13	59.1%	9.1%	Y
MSA-7	24.1 points below standard	20.0 points below standard	40.9%	60.0%	31	12	38.7%	-21.3%	N
MSA-8	70.7 points below standard	67.7 points below standard	64.3%	52.0%	35	16	45.7%	-6.3%	P
MSA-SD	8.3 points above standard	9.0 points above standard	40.0%	35.0%	13	6	46.2%	11.2%	Y
MSA-SA	68.0 points below standard	65.0 points below standard	58.9%	46.0%	112	54	48.2%	2.2%	Y
MPS			53.4%	60.0%	391	178	45.5%	-14.5%	P

Percent of students meeting the growth target is variable.

NWEA MAP Growth Students with Disabilities

	2018-19: (SWD) Baseline (Dashboard)	2020-21: (SWD) Target (Dashboard)	Fall 2018 to Fall 2019 Percent Met Growth Projection (SWD) Baseline (MAP Reading)	Fall 2020 to Spring 2021 (SWD) Target (MAP Reading)	MAP Reading - Fall 2019 to Fall 2020 (SWD) Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by	On Target?
MSA-1	96.0 points below standard	90.0 points below standard	47.4%	40.0%	58	21	36.2%	-3.8%	N
MSA-2	79.9 points below standard	76.0 points below standard	55.3%	63.0%	42	17	40.5%	-22.5%	N
MSA-3	139.3 points below standard	130.0 points below standard	77.8%	50.0%	21	10	47.6%	-2.4%	P
MSA-4	98.6 points below standard	90.0 points below standard	53.3%	62.0%	22	11	50.0%	-12.0%	P
MSA-5	72.7 points below standard	69.7 points below standard	47.6%	56.0%	29	13	44.8%	-11.2%	P
MSA-6	97.8 points below standard	90.0 points below standard	55.6%	56.0%	15	9	60.0%	4.0%	Y
MSA-7	50.8 points below standard	45.0 points below standard	45.0%	46.0%	15	3	20.0%	-26.0%	N
MSA-8	88.3 points below standard	85.3 points below standard	56.5%	55.0%	27	12	44.4%	-10.6%	P
MSA-SD	53.9 points below standard	53.0 points below standard	74.2%	50.0%	40	21	52.5%	2.5%	Y
MSA-SA	80.2 points below standard	76.0 points below standard	62.5%	52.0%	58	25	43.1%	-8.9%	P
MPS			57.1%	60.0%	327	142	43.4%	-16.6%	P

Percent of students meeting the growth target ~~Powered by BoardOnTrack~~s variable.

IAB - Interim Benchmark Assessments

ELA

	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met			Projected Proficency
	Student Count	Percent	Student Count	Percent	Student Count	Percent	Total Count	
MSA-1	278	14.09%	956	48.45%	739	37.46%	1973	38.32%
MSA-2	365	23.47%	726	46.69%	464	29.84%	1555	46.82%
MSA-3	108	16.02%	294	43.62%	272	40.36%	674	37.83%
MSA-4	61	34.27%	76	42.70%	41	23.03%	178	55.62%
MSA-5	136	17.78%	347	45.36%	282	36.86%	765	40.46%
MSA-6	80	15.09%	246	46.42%	204	38.49%	530	38.30%
MSA-7	105	24.76%	185	43.63%	134	31.60%	424	46.58%
MSA-Bell	531	27.95%	883	46.47%	486	25.58%	1900	51.18%
MSA-SD	795	38.29%	924	44.51%	357	17.20%	2076	60.55%
MSA-SA	242	17.07%	669	47.18%	507	35.75%	1418	40.66%
MPS	2701	23.50%	5306	46.17%	3486	30.33%	11493	46.58%

MATH

	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met			Projected Proficency
	Student Count	Percent	Student Count	Percent	Student Count	Percent	Total Count	
MSA-1	183	12.99%	562	39.89%	664	47.13%	1409	32.93%
MSA-2	159	18.73%	373	43.93%	317	37.34%	849	40.69%
MSA-3	130	13.57%	417	43.53%	411	42.92%	958	35.33%
MSA-4	12	10.43%	66	57.39%	37	32.17%	115	39.13%
MSA-5	98	16.98%	218	37.78%	261	45.23%	577	35.88%
MSA-6	110	21.32%	201	38.95%	205	39.73%	516	40.79%
MSA-7	35	10.17%	145	42.15%	164	47.67%	344	31.25%
MSA-Bell	206	14.47%	703	49.37%	515	36.17%	1424	39.15%
MSA-SD	552	39.80%	540	38.93%	295	21.27%	1387	59.26%
MSA-SA	155	21.68%	266	37.20%	294	41.12%	715	40.28%
MPS	1640	19.77%	3491	42.09%	3163	38.14%	8294	40.82%

Projected proficiency is numerically calculated value based on assessed learning targets. Not all targets were assessed.

MyOn Reading Program Data

MyOn Data 2020-21

Dates- August 18- May 7	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-8	MSA-SA-E	MSA-SA-S	MPS-wide
Number of Students	394	399	428	103	269	163	446	293	256	2,751
Days with Reading	13%	6%	14%	25%	15%	15%	4%	19%	10%	14%
Books Read	10.7k	5.05k	8.86k	2.22k	7.92k	7.08k	3.87k	24.1k	4.26k	74.1k
Pages Read	364k	148k	303k	98.1k	280k	182k	98.0k	727k	183k	2.38m
AVG Pages per week	24.6	9.9	18.8	25.3	27.7	29.8	5.8	66.0	19.0	7.05k
Minutes Read	346k	135k	335k	162k	298k	140k	76.1k	460k	213k	2.17m
AVG Minutes per week	23.4	9.0	20.8	41.8	29.5	22.9	4.5	41.8	22.1	6.40k
Books in Projects Read	550	1.21k	399	0	150	466	1	423	0	3.20k
AVG % Time Spent Reading Non-Fiction	41%	55%	35%	38%	54%	54%	58%	38%	30%	41%
Minutes Read Without Audio	141k	59.0k	176k	125k	175k	64.0k	44.7k	138k	126k	1.05m
AVG % Time Spent W/out Audio	44%	50%	58%	74%	55%	53%	65%	31%	61%	51%
Minutes Read in Projects	22.4k	32.3k	17.8k	0.0	3.85k	9.41k	6.7	3.61k	0.0	89.5k
AVG Time Spent Reading in Projects	7%	35%	8%	0%	1%	10%	0%	1%	0%	4%
AVG Lexile	636L	685L	766L	868L	742L	703L	906L	527L	842L	742L
AVG Lexile Taken	2.1	1.2	1.7	4.4	2.7	2.3	6.3	6.3	1.9	986.8
AVG Starting Lexile Score in period	605L	660L	715L	697L	689L	699L	849L	365L	805L	676L
AVG First Lexile Score in Period	648L	684L	775L	797L	765L	676L	814L	426L	845L	714L
AVG Ending Lexile Score in Period	636L	685L	766L	868L	742L	703L	906L	527L	842L	742L
AVG Lexile Growth	+ 52.5L	+ 48.5L	+ 67.3L	+ 151.6L	+ 73.9L	+ 67.1L	+ 120.7L	+ 192.4L	+ 51.0L	+ 65.6L
Minutes Read Below Lexile	113k	51.3k	150k	71.3k	124k	49.3k	38.4k	145k	142k	883k
Minutes Read at Lexile	103k	35.1k	93.8k	52.8k	81.8k	37.6k	25.0k	113k	43.2k	585k
Minutes Read Above Lexile	131k	48.8k	89.5k	37.6k	92.8k	53.7k	12.5k	201k	28.0k	695k
AVG Below Lexile (per student)	26%	32%	40%	42%	35%	32%	45%	25%	59%	42
AVG at Lexile (per student)	30%	21%	29%	32%	28%	28%	35%	24%	22%	27%
AVG Above Lexile (per student)	42%	45%	30%	25%	35%	38%	18%	49%	17%	29%
Most Popular Book #1	Ann Fights for Freedom: An Underground Railroad Survival Story	The Wizard of Oz	Cabin Fever (Diary of a Wimpy Kid #6)	Altered	Power at the Plate	Ann Fights for Freedom: An Underground Railroad Survival Story	Ann Fights for Freedom: An Underground Railroad Survival Story	Harrison P. Spader, Personal Space Invader	Cabin Fever (Diary of a Wimpy Kid #6)	
Most Popular Book #2	Paintball Punk	Anatomy of a Pandemic	Sophie Quire and the Last Storyguard	Witch & Wizard	Reality Check	George Washington: The Rise of America's First President	Paintball Punk	Attack of the Mutant Lunch Lady: A Buzz Beaker Brainstorm	The 1918 Flu Pandemic	
Most Popular Book #3	Goldiclucks and the Three Bears	Top 10 UFO and Alien Mysteries	The Undercover Cheerleader	Grow	The Real Alexander Hamilton: The Truth Behind the Legend	Romeo and Juliet: A Graphic Novel	Werewolf Skin	Robot Rampage: A Buzz Beaker Brainstorm	Clara Barton: Angel of the Battlefield	
Minutes Read: Weekends	8.92k	4.54k	6.84k	1.97k	12.8k	3.12k	1.55k	12.1k	4.14k	56.0k
Out-Of-School Reading Student Average	17%	18%	12%	9%	23%	8%	6%	36%	25%	19%
AVG Lexile Growth	52.5	48.5	67.3	151.6	73.9	67.1	120.7	126.5		86.7

Dr. Artis Callaham

Director of Special Education & Support Services

Supporting Reopening Plans
- Member of MPS Hybrid Taskforce emphasis on Universal Design for Learning Pedagogy/ Special Needs Students
- Developing and sending Prior Written Notices Outlining SPED/504 Support and Determining Loss Mitigation Needs for 21-22'
- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools/ Developing Enrichment Program for 21-20'
- SPED/504 Survey Implementation / Utilizing the body of Information to assist MPS Teams in supporting SPED/504 students
- Conduct Virtual Monthly Meetings for SPED Coordinators/ Mental Health Team (W/ Dr. Lopez) and SPED Team Site Meetings

Supporting School Sites with Special Education Compliance and Service Provision
- Created and Utilize Uniform Compliance Guide for Special Education for Onboarding and Referencing/ YM&C Editing
- Support Schools in CDE Monitoring Procedures - Developing Monitoring and Implementing State Special Education Plans
- Completing and monitoring of Self Review for Disproportionality Elements where we are Required by the CDE
- COP 3 Support for Obtaining Program Development and STEPS Grants
- Collaborating with LAUSD, LACOE, CDE and San Diego for support with District Validation and Dispro Visitations
- Weekly Office Hours and Attendance at Individual Schools' SPED Team meetings for all MPS Schools as requested
- Provide Guidance and Support to all MPS Resource Specialists and SPED Coordinators and SPED Para's
- Attend all Authorizer and SELPA professional Development Meetings/ Share with SPED and Academic Teams as appropriate
- Coordinate Responses to SPED Complaints from Parents at the HMO Level
- Support Schools with Navigating through / Due Process, OCR or related Litigation
- Assist with developmenting CCEIS Team and Plan for Sig Dispro Requirement

Supporting Student Support Services /Overall Program
- Collaborated with Dr. Lopez in Establishing a Mental Health and Crisis Intervention Team at MPS
- Recruit, Process, Place and Supervise all Counseling Interns for MPS schools
- Provide Guidance and support for all MPS School Psychologists and Counseling Interns
- Conduct Virtual Monthly P.D.'s for Mental Health Professionals
- Work with Accountability Team to Assist Schools in Completing the Quarterly Cal-PADS Mergers
- Completing and submitting all SELPA, Authorizer and State required Reports (I.e. Personnel Data, Fiscal, ERMHS etc)
- Work with Fiscal Team to provide Documentation, Invoices, Approval as is related to SPED Orders/Program Funding Requirements
- Assist in Supporting Students with 504 Plans and GATE Assessment and Service Provision

Other Highlights
- Assisting with researching and determining next steps for developing a comprehensive Gifted and Talented Program MPS wide
- SPED Survey Indicates 95.3% SPED/504 Parent Satisfaction Rate for Distance Learning Overall (SPED/504 Parent Survey)
- SPED Survey Indicates 80.0% SPED/504 Student Satisfaction Rate for Distance Learning Overall (SPED/504 Student Survey)
- Assisting with Developing New Mental Health and Wellness - Social Worker Positions MPS Wide

Dr. Brenda D. Lopez
Director of Student Services

Supporting Reopening Planning
- Member of MPS Reopening Taskforce
- Outlined and provided options for Attendance protocols and procedures for Hybrid instruction model (research, planning, and leadership feedback)
- Provided protocol and procedure template to school leaders for planning purposes and individualized site option
- Supported the writing of the Expanded Opportunities Learning Grant
- Assisting with summer school planning
- Co-facilitated Mental Health Team meeting with Dr. Callaham

Supporting Dean of Students (DoS)
- Collaborated with the Dean of Students on developing the MPS High-Quality Learning Environment Observation Tool
- Held one-on-one meetings for individualized support with each DoS
- Hosted Resume Writing for Beginners, Intermediate and Advanced learners
- Provided ongoing Professional Development based on administrator' and educator needs
- Curated resources based on site' needs
- Maintained and updated SEL and Community Resource Padlet
- Created collaboration opportunities between school leaders

Mental Health and Wellness Standard of Care
- Leveraged partnerships with PSMHTTC, The Chicago School of Professional Psychology, and Mental Health Interns
- Care Solace- Connecting to mental health providers or substance abuse counselors
- Mental Health and Wellness Surveys including reflections
- MPS Wellness Policy revisions incorporating remote learning considerations

Other Highlights
- MPS wide ADA 97.513% as of reporting period number #8 April 16, 2021, Tiered re-engagement strategies to address chronic absenteeism, partner with Truancy Prevention Erika Sandoval, Supervising Attorney and LAUSD Youth Source
- Zero Suspensions or expulsions for the 2020-2021 school year
- Capacity building related to supporting specific student populations, Dr. Jennifer Kottke, LaShona Jenkins, Alisonne Crawford, Kimberly Faulkner, and Carolina Sheinfeld
- Support MPS wide complaint procedures and resolution

Mrs. Traci Lewin
Director of Math Programs

Supporting Reopening Planning
- Member of MPS Reopening Taskforce
- Supported the selection process of our hybrid model (research, planning, town hall meetings, feedback)
- Provided sample hybrid schedules to school leaders for planning purposes
- Supported the writing of the Expanded Opportunities Learning Grant
- Researching promising practices on accelerating learning and how to best complete unfinished learning
- Assisting with summer school planning

Supporting Math Teachers
- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Held one-on-one meetings for individualized support and weekly office hour
- Hosted 4 Unit Planning Collaboratives and 2 Data Analysis Workshops
- Provided ongoing Professional Development based on teachers' needs
- Curated resources based on teachers' needs
- Maintained and updated MPS Math Teacher website
- Create opportunities for math teachers to collaborate virtually

Math Materials Adoption Cohort
- Completed Math Materials Adoption Cohort professional development sessions
  - Partnership with CalCurriulum and CDE to support districts and CMOs with creating a materials adoption process to select high-quality materials to support student learning.
  - Ensured all deliverables were met and all focus group sessions were attended
  - Next steps: create internal cohort to create plans for upcoming curriculum adoption in 2022/23

Other Highlights
- Member of Portrait of a Graduate Design Team working on updating the core values, mission, vision and goals for MPS
- Supporting the process to update the Student Learner Outcomes (SLOs)

Mrs. Katie Mann
ELA and EL Program Coordinator

Supporting Reopening Planning
- Member of MPS Reopening and Academic Task Forces
- Supported the selection process of our hybrid model (research, planning, town hall meetings, feedback)
- Researching promising practices on accelerating learning and how to best complete unfinished learning
- Assisting with summer school planning
- Supported the mid-assessment cycle transition from remote ELPAC testing to in-person testing
- Supporting the writing of Expanded Learning Opportunities Grant
- Created Parent Surveys for Extended School Year options for 2021-2022

Supporting ELA Teachers
- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Hold one-on-one meetings for individualized support and weekly Office Hour
- Hosted 4 IAB Deep Dive / Planning Collaboratives for both ELA and Social Studies teachers
- Curate resources and professional development opportunities based on teachers' needs
- Maintain and update MPS ELA/ELD Teacher website

Supporting EL Programs
- Provided professional development on our EL Master Plan and Services to all 10 school sites
- Supported LEA EL Coordinators with the completion of 47 Initial ELPAC assessments, and 61 Optional Fall Summative Assessments, as well as the ongoing process to complete 733 Summative ELPAC assessments for Spring 2021 (77% completed as of May 7, 2021)
- Revised the EL Master Plan based on updates to the required NWEA RIT scores needed for Reclassification
- Supported office managers and the Accountability team with reviewing CALPADS data files to ensure our EL students were coded with the correct services
- Revised all Parent Notification Letters to ensure accurate and up-to-date communication

Other Highlights
- Managing updates and subscription renewals for the myON Reading program for all schools
- Member of the CCEIS Leadership team for MSA-1 Significant Disproportionality
- Supporting with the process to update the Student Learner Outcomes (SLOs)

Questions or Comments ?

Magnolia Science Academy - 2 Updates for MPS Board

Presented by:
David Garner

- Java course - Edhesive Professional Learning Course for AP Computer Science curriculum.
- 12th grade student received $40.000 scholarship from Amazon Future Engineer College Scholarship (1 out of 100 winners)
- Supporting students to pass the OCA (Oracle Certified Associate) exam to open doors for students through coding literacy.
- 14 students enrolled in AP Java Programming program from MS and HS
- Participated in LACOE History Day and competed in CA State History Day finals
- Participated in Math Counts - one student eligible for second round
- AMSP Advanced math programs for 6th graders - 33 students eligible to participate

$40,000 Scholarship Winner

- NASA Summer Internship
- A+Math Clubs/Competitions
- LACOE History Day Competitions
- College Signing Day
- Alumni Association Network Meetings
- MSA-2 Math Matters
- AP / College Info Night
- 1-on-1 Meetings with 12th Graders
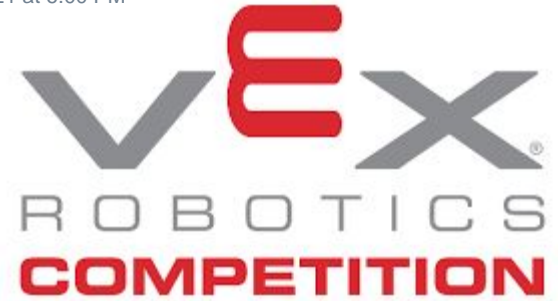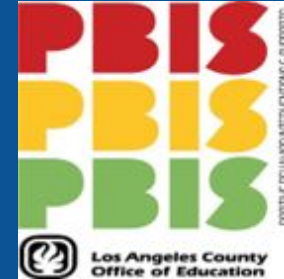
DATA → KNOWLEDGE → ACTION

➔ MyON - 2,221 books have been finished for middle school students enrolled in SSR classes

➔ College Cohort and Dual Enrollments - expansion of progams

➔ 18% (81 students) enrolled in advanced math (1 year ahead)

➔ 2020-21 Reclassification Rate - 14%

➔ 100% graduation rate for 12th grade

➔ 90% completion of UC/ CSU requirements for 12th grade

➔ 66% of seniors are college and career ready (as of now)

➔ 100% staff completion, 95% student completion, and 92% parent completion for Panorama stakeholder surveys

MPS Historical Survey Participation Rates - Students

	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-2	83.6%	88.9%	97.0%	99.3%	95.1%

MPS Historical Survey Participation Rates - Families

	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-2	100.0%	100.0%	100.0%	85.8%	91.8%

MPS Historical Survey Participation Rates - Staff

	2016-17	2017-18	2018-19	2019-20	2020-21
MSA-2	89.7%	94.7%	100.0%	100.0%	100.0%

2020-21 Family Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-2	98%	99%	98%	97%	98%	99%

2020-21 Secondary Student Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-2	76%	82%	76%	74%	68%	88%

2020-21 Staff Survey Summary - Percent Favorable

	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL SAT
MSA-2	94%	99%	93%	94%	91%	98%

Class of 2021 – Senior Mustangs
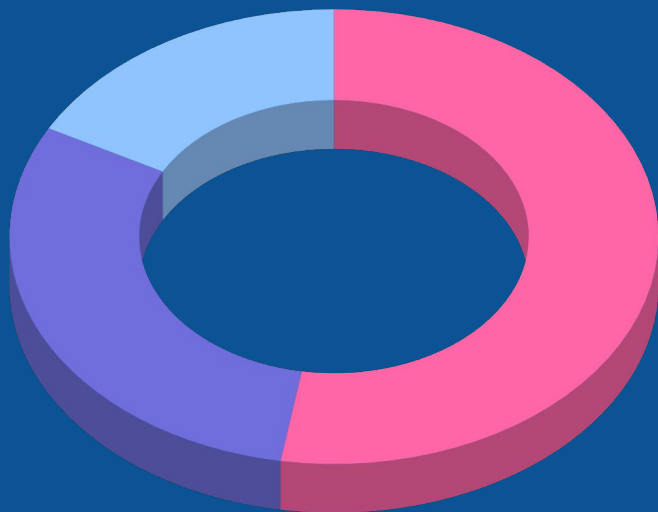
Advanced Diploma
7 students eligible based on cumulative GPA

Standard Diploma
14 students eligible based on cumulative GPA

4 students - State Minimum Requirements

Honors Diploma
16 students eligible based on cumulative GPA

❖ *41 seniors*
❖ *13 students eligible for Golden State Seal Merit Diploma*

Status of Current Seniors

- **All seniors except for four (37) are on track to meet A-G requirements 90.2% (*final determination after completion of all requirements - June 2021*)**
  - Four seniors are working toward state minimum requirements for standard diploma
  - One student - in danger of drop out, returned to MSA-2 to finish requirements
- **All seniors are on track for graduation if all classes are completed successfully**

Early College Magnet Program

- **Started Summer 2020**

- **Courses offered/offering/planning to offer**

  - **Counseling 20** - Summer 2020 - 44 students

  - **Anthropology 1** - Fall 2020 - 31 students

  - **Cinema 103** - Fall 2020 - 20 students

  - **Art 501** - Spring 2021

  - **Oceanography 1 &10** - Summer 2021

- **Four-Year Plan (in progress)**

College Courses - Past Courses

- **Child Growth & Development Child Dev 1** - Spring 2018 - 37 Students

- **Elementary Astronomy - Astronomy 1** - Spring 2019 - (31 Students)

- **Physical Geography - Geography 1** - Fall 2019 - (39 Students)

- **Probability & Statistics - Math 227** - Spring 2020 - (10 Students)

College Courses - LA Mission College

- **Fall 2020**

  ○ **English 101 (29 Juniors & Seniors)**

  ○ **Business 101 (17 Juniors & Seniors)**

- **Spring 2021**

  ○ **English 102**

  ○ **Chem 65 with Lab**

Incoming 9th Grade Cohort

- **Advanced Math Pathway (8th Grade - Int Math 1)**

  ○ **17 students**

- **Recruitment/Retention**

  ○ **Goal 100% of current 8th graders - 2-on-3 meetings (student/parent with Garner/Ike/Ali to recruit to College Magnet, Counseling 020 summer enrollment**

- **Enrollment Target (LAVC)**

  ○ **Goal of 100% incoming 9th grade enrollment in LAVC completed by June 14 (start date for Counseling 020 summer course)**

Honors Magnet Middle School

- **Honors Math & Honors ELA Pathways**

  - **Goal: 100% Summer MAP administration for 100% of incoming 6th graders**

  - **Provide PD to instructors related to enhancing differentiation and enriched instruction in all ELA & math courses (honors coursework taught to /offered to all students, and optional for student completion)**

  - **Invite all interested students to enroll in an "Honors Power Math" (2 days/wk) and "Honors Power ELA" (2 days/wk) during Power classes to provide (grades 6-8)**

Future HS Honors Magnet High School

- **Honors Math & Honors ELA Pathways**

  - Launch Honors ELA course for high school students starting in 9th grade

- **Fall 2021**

  - Goal of 100% incoming 9th grade enrollment in Counseling 020 with LAVC with co-teacher during summer 2021

  - Goal: 100% of 11th graders enroll in Ethnic Studies with LAVC with co-teacher

  - Goal: 100% of 12th graders enroll in Counseling 020 with LAVC with co-teacher

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College Readiness Progress

2020-21 Percentage of Cohort Students Anticipated to Earn Prepared on the CCI (Updt. 4/11/21)

	2019-20: Baseline	2020-21: Target	2020-21: (First semester) Progress	4/11/21: Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-2	55.0%	63.0%	65.9%	65.9%			2.9%	Y

2020-21 Percentage of Seniors Who Completed at Least One College Course (Updt. 4/11/21)

	2019-20: Baseline	2020-21: Target	2020-21: (First semester) Progress	4/11/21: Progress	Progress	Progress	Exceeded Target by	On Target?
MSA-2	57.9%	58.0%	57.5%	57.5%			-0.5%	Y

2020-21 Percentage of Graduating Seniors Meeting UC/CSU Requirements (Updt. 5/11/21)

	2019-20: Baseline	2020-21: Target	10/16/20: Progress	2020-21: (First semester) Progress	4/11/21: Progress	5/11/21: Progress	Exceeded Target by	On Target?
MSA-2	92.1%	95.0%	92.5%	92.5%	92.5%	90.2%	-4.8%	Y

AP FIVE-YEAR SCHOOL SCORE SUMMARY						
		2016	2017	2018	2019	2020
	Total AP Students	42	45	43	54	49
	Number of Exams	83	71	89	71	66
	AP Students with Scores 3+	15	21	19	24	30
MSA-2	Total AP Students with Scores 3+	35.7%	46.7%	44.2%	44.4%	61.2%

- AP Capstone

- Upcoming College Courses

- Enrollment and Recruitment

- Increased Retention of Incoming 9th Graders

- Increased Partnerships

- Increased STEAM activities

- Increase CTE Programs & Pathways

- Planning to offer honors classes for middle and high school classes (other than math)

Online Programs

➔ ALEKS
➔ Khan Academy
➔ Flocabulary
➔ myON
➔ Brainpop
➔ Gizmo- Science
    ➔ APEX/Odysseyware
    ➔ Edmodo
    ➔ Code.org
    ➔ Naviance
    ➔ Boardworks
    ➔ Quill / Grammar
    ➔ Padlet
    ➔ Standards Plus
    ➔ Generation Genius
    ➔ Storyboardthat
    ➔ ClassVR
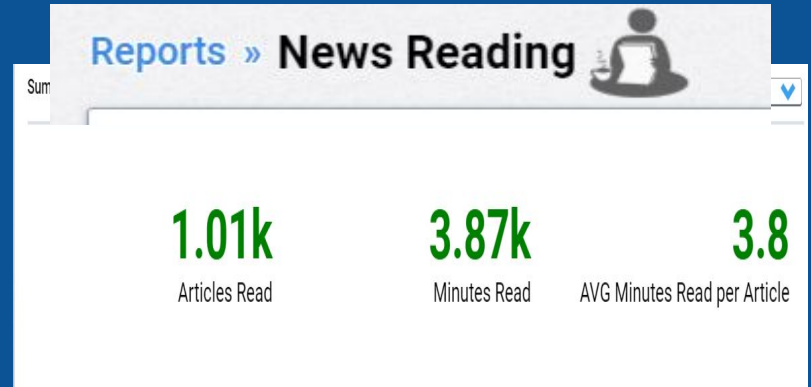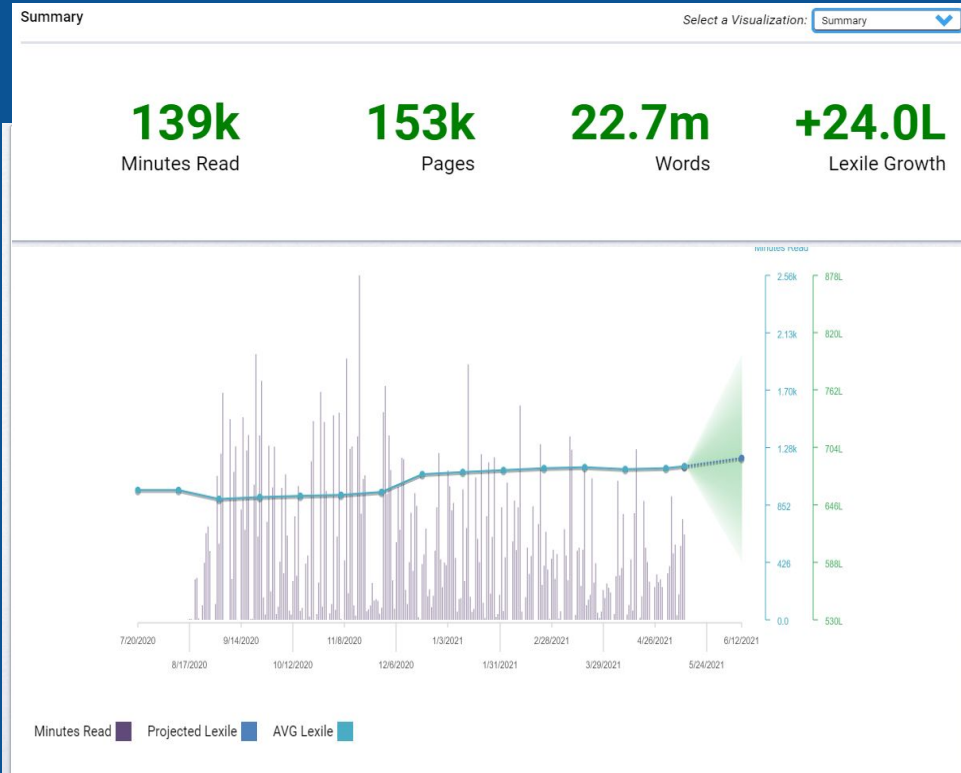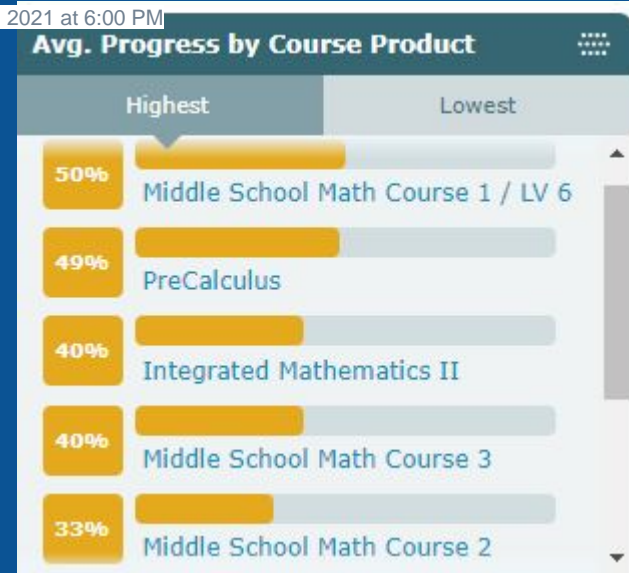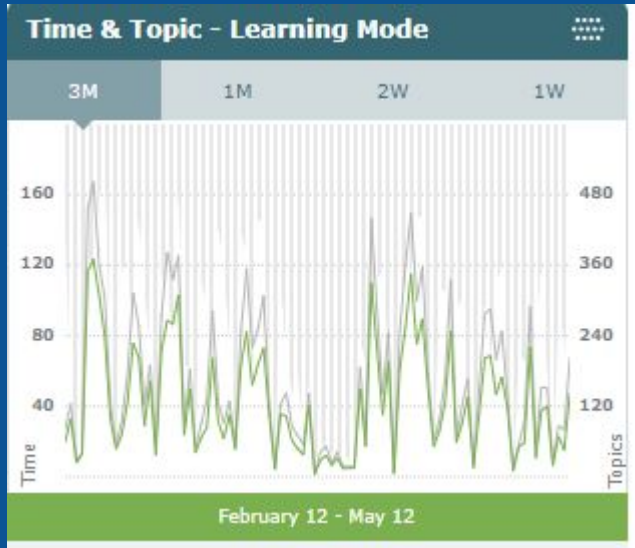
Magnolia Science Academy 2 [8461]

Average Progress Report

Based on ALEKS use from 08/25/2020 to 05/12/2021

Summary of all courses

ALEKS course	Number of students	Average hours spent in ALEKS	Beginning Knowledge (student avg)	Ending Knowledge (student avg)	Percentage Points Gained
Integrated Mathematics I	43	39.4	19%	27%	8
Integrated Mathematics II	58	44.2	22%	39%	17
Integrated Mathematics III	42	48.9	21%	33%	12
Middle School Math Course 1 / LV 6	104	40.7	26%	50%	24
Middle School Math Course 2	81	25.1	20%	33%	13
Middle School Math Course 3	85	54.8	28%	40%	12
PreCalculus	10	93.9	25%	49%	24

Cover Sheet

Discussion on MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

Section: V. Information/Discussion Items
Item: E. Discussion on MPS Health and Safety Policy and Injury and
Illness Prevention Program ("IIPP") COVID-19 Addendum
Purpose: Discuss
Submitted by:
Related Material:
Discussion MPS_health_and_safety_policy_and_IIPP_COVID-19_Addendum.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	V E: Discussion/Information Item
Date:	June 10, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of Human Resources
RE:	MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum [Further Discussion]

Proposed Board Motion

N/A

Introduction

- On May 27, 2021, the MPS Board of Directors brought to MPS staff's attention the request to bring back the MPS Health & Safety Policy & IIPP Covid-19 Addendum for discussion with staff and the MPS Board to address concerns. This is to address the concerns and no action will be taken. The updated Health & Safety Policy that we are discussing was brought to the MPS Board and was approved on May 13, 2021.

- Upon the MPS Board's request, MPS staff reached out to Los Angeles County Department of Public Health ("LACDPH") and CalOSHA to verify the information stated in the policy and below is the response the MPS HR Department received from CalOSHA which aligns with the most updated MPS Health & Safety Policy. This was sent to the Board on May 25, 2021.

  - **Q: What are the criteria for a COVID-19 case to return to work?**

    - A COVID-19 case may return to work when any of the following occur:

  - For employees with symptoms all of these conditions must be met:

    - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications;

    - COVID-19 symptoms have improved; and

    - At least 10 days have passed since COVID-19 symptoms first appeared

  - For employees without symptoms, at least 10 days have passed since the COVID-19 case's first positive test

    - If a licensed health care professional determines the person is not/is no longer a COVID-19 case, in accordance with California Department of Public Health (CDPH) or local health department recommendations.

  - **Q: What are the criteria for an employee who is not fully vaccinated and exposed to a COVID-19 case to return to work?**

    - Applying Executive Order N-84-20 and the CDPH quarantine guidance, while a 14-day quarantine is recommended, an exposed employee who does not develop symptoms of COVID-19 may return to work after 10 days have passed since

the date of last known exposure. Additionally, CDPH has provided guidance permitting health care, emergency response and social services workers to return to work after 7 days with a negative PCR test result collected after day 5 when there is a critical staffing shortage.

- **Q: What are the quarantine requirements for a fully vaccinated employee exposed to a COVID-19 case?**
  - Applying Executive Order N-84-20 and the new CDPH COVID-19 Public Health Recommendations for Fully Vaccinated People, an exposed employee who does not develop symptoms of COVID-19, does not need to quarantine.

- **Q: Is a negative test required for an employee to return to work?**
  - No, the ETS does not require an employee to have a negative test to return to work. The criteria for returning to work are listed above…

Background

☐ The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, and April 2021 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis (If applicable)

☐ This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA).

MPS Health and Safety Policy for COVID-19 updates from May 13th are as follows:

☐ Campus screening (staff and visitor): The school will not exclude adult visitors and staff with close contact exposure and not require such individuals to return home or self-isolate if they are asymptomatic and fully-vaccinated against COVID-19. The school reserves the right to request proof of vaccination for COVID-19 before allowing the individual on campus.

☐ COVID-19 testing and reporting: In addition to MSA-SA, MSA-1,6, and 7 will follow the CDPH testing cadence guidance for students and employees which currently recommends symptomatic and response testing only.

☐ Cohort and stable groups: All staff must wash or sanitize hands after leaving a classroom and before entering another classroom with a different stable group of students.
  - Specialized staff serving students with an IEP or 504 plans may also enter multiple classrooms in order to have brief (under 15 minutes) interactions with individual students, without limit on the number of classrooms they may enter.

☐ Physical distancing: The school will ensure tables are at least 8 feet apart and that seats are least 6 feet apart in the break rooms.
  - Music activities requiring participants to remove facial coverings is allowable when students are space at least 8 to 10 feet apart, and where done outdoors.
  - The school will limit the exchange or sharing or any instruments, parts, and music sheets, and other items during music activities.

IIPP COVID-19 Addendum updates from May 13th are as follows:

☐ Current Cal/OSHA regulations: The school will not exclude employees with close contacts exposure and not require such employees quarantine if the employee is both asymptomatic and fully-vaccinated against COVID-19. The school reserves the right to request proof of vaccination for COVID-19 before allowing the employee to forego post-exposure quarantine and exclusion.

☐ Break rooms, staff rooms, and conference rooms will have posted occupancy limits.

☐ The school will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting.

Budget Implications

☐ To be determined at a later date.

Exhibits (attachments):

☐ May 13th Board Report : Updated MPS Health & Safety Policy and IIPP COVID-19 Addendum

MAGNOLIA PUBLIC SCHOOLS

Board Agenda Item #	II B: Action Item
Date:	May 13, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of Human Resources
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program ("IIPP") COVID-19 Addendum

Proposed Board Motion

I move that the board approve the updated MPS Health & Safety Policy and the updated

Injury and Illness Prevention Program (IIPP) COVID-19 addendum.

Introduction

☐ The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background

☐ The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, and April 2021 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis (If applicable)

☐ This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA).

MPS Health and Safety Policy for COVID-19 updates are as follows:

☐ Campus screening (staff and visitor): The school will not exclude adult visitors and staff with close contact exposure and not require such individuals to return home or self-isolate if they are asymptomatic and fully-vaccinated against COVID-19. The school reserves the right to request proof of vaccination for COVID-19 before allowing the individual on campus.

☐ COVID-19 testing and reporting: In addition to MSA-SA, MSA-1,6, and 7 will follow the CDPH testing cadence guidance for students and employees which currently recommends symptomatic and response testing only.

☐ Cohort and stable groups: All staff must wash or sanitize hands after leaving a classroom and before entering another classroom with a different stable group of students.

- o Specialized staff serving students with an IEP or 504 plans may also enter multiple classrooms in order to have brief (under 15 minutes) interactions with individual students, without limit on the number of classrooms they may enter.

- ☐ Physical distancing: The school will ensure tables are at least 8 feet apart and that seats are least 6 feet apart in the break rooms.
  - o Music activities requiring participants to remove facial coverings is allowable when students are space at least 8 to 10 feet apart, and where done outdoors.
  - o The school will limit the exchange or sharing or any instruments, parts, and music sheets, and other items during music activities.

IIPP COVID-19 Addendum updates are as follows:

- ☐ Current Cal/OSHA regulations: The school will not exclude employees with close contacts exposure and not require such employees quarantine if the employee is both asymptomatic and fully-vaccinated against COVID-19. The school reserves the right to request proof of vaccination for COVID-19 before allowing the employee to forego post-exposure quarantine and exclusion.
- ☐ Break rooms, staff rooms, and conference rooms will have posted occupancy limits.
- ☐ The school will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting.

Budget Implications

- ☐ To be determined at a later date.

Exhibits (attachments):
- ☐ Updated MPS Health and Safety Policy
- ☐ Updated IIPP COVID-19 Addendum

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools ("Charter School") to take all reasonable measures to prevent the spread of the novel coronavirus disease ("COVID-19") among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms "shall" or "will") as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control ("CDC"), the California Department of Education ("CDE"), the California Department of Public Health ("CDPH"), and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with any potential resumption or expansion of in-person instruction on the Charter School campus. Any reopening of Charter School campuses will use a thoughtful, phased return to in-person instruction.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

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	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

The Charter School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as "at-risk" by the parents or guardians are students whose circumstances otherwise merit distance learning.

1. **Limited campus access:**

- The Charter School will allow only necessary visitors and volunteers on the Charter School campus and limit the number of students and staff with whom they come into contact.
- Charter School parents are highly encouraged to conduct any necessary business with Charter School personnel virtually, whenever possible.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and the Charter School will work with them to ensure that CDC-recommended precautions are followed.
- Pursuant to local guidance, the Charter School will not currently allow use of Charter School facilities for non-school purposes.
- If allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions.
- Pursuant to current guidance, Campus tours for prospective students are permitted if the

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tour is limited to one family or household unit only; the tour is held outside of regular school hours (evening or weekend) when enrolled students and staff are not present; and all social distancing strategies are observed including proper physical distancing, face coverings worn by all parties at all times, and other infection control measures as applicable.

- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- The Charter School will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
  - o Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
  - o Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
  - o Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
  - o Provide supervision to disperse student gatherings during school arrival and departure.
  - o Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. The Charter School will ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.
  - o Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The Charter School will prioritize minimizing contact between adults at all times.
  - o Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
  - o Designate routes for entry and exit, using as many entrances as feasible.
  - o Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - o Non-parental visitors will be allowed on campus via appointment only.
  - o Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - o Non-parental visitors will only be allowed to enter specific areas to conduct their

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> business. Non-parental visitors will not be allowed to interact with any cohorts.

- In the event that any Charter School campuses do not offer in-person instruction, all employees will be allowed to work on-campus, where feasible, and where consistent with this policy, public health guidance, and applicable law.

2. **Wellness Checks and Temperature Screenings:**

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours or potentially been exposed to COVID-19, by soliciting the following information:
    - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
      - Fever or chills
      - Cough
      - Shortness of breath or difficulty breathing
      - Fatigue
      - Muscle or body aches
      - Headache
      - New loss of taste or smell
      - Sore throat
      - Congestion or runny nose
      - Nausea or vomiting

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- - Diarrhea
    - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the person is isolated.[1]
  - Be conducted safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- *Home Screening (Students).* Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms, including a new cough, diarrhea, or vomiting.
  - Any student who has a fever of 100.4 degrees Fahrenheit or greater, a new cough, or other COVID-19 symptoms upon a home screening should remain home, isolate, and consult with a medical provider for further evaluation and possible COVID-19 testing. Should the student test negative for COVID-19, the student should stay home until fever free without fever reducing medication for 24 hours and improved symptoms. If the student tests positive, the student stays isolated at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset. If a student exhibits symptom consistent with COVID-19 upon home screening and does not test for COVID-19 or consult with a medical professional, the student must still isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
- *Home Screening (Staff).* All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. Active symptom screening shall be conducted at the worksite if required by local order.

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[1] The CDC's updated definition of "close contacts" includes the following additional clarification: "Individual exposures added together over a 24-hour period (e.g., three 5-minute exposures for a total of 15 minutes) . . . 15 cumulative minutes of exposure at a distance of 6 feet or less can be used as an operational definition for contact investigation. Factors to consider when defining close contact include proximity (closer distance likely increases exposure risk), the duration of exposure (longer exposure time likely increases exposure risk), whether the infected individual has symptoms (the period around onset of symptoms is associated with the highest levels of viral shedding), if the infected person was likely to generate respiratory aerosols (e.g., was coughing, singing, shouting), and other environmental factors (crowding, adequacy of ventilation, whether exposure was indoors or outdoors)."

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- o Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
  - o If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
  - o The Charter School may initiate temperature checks for all staff entering campus.
- *Campus Screening (Students).* Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
  - o Complete an in-person wellness check for signs and symptoms of COVID-19.
    - If student answers "no" to all questions and appears well, student will be allowed to proceed onto campus.
    - If the student answers "yes" to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student's temperature should be taken, preferably using a touchless infrared thermometer.
    - If the student's temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
    - If a student has had close contact with an individual who has screened positive for COVID-19 symptoms, the student will be accompanied to a preselected quarantine space until they can safely return home. This quarantine space should be separate and apart from the space set aside for symptomatic students.
  - o Screening for Charter School students of middle-school and high-school age should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
- *Campus Screening (Staff and Visitors).* Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - o Per San Diego Public Health Order: Ask employees about COVID-19 symptoms within the last 24 hours and whether they have had close contact with anyone who has COVID-19 symptoms or a positive test. Complete temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
  - o The staff member who greets the visitor at the entrance shall administer an in-person wellness check prior to escorting the visitor to his or her destination:

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- If the visitor answers "no" to all questions, he or she may enter the school.
- If the visitor answers "yes" to any of the questions, he or she may not enter the school.

- Screening for adult visitors and staff should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
  - Adult visitors and staff who have had close contact with an individual who has screened positive shall return home to self-quarantine as per CDPH and local guidance.
  - However, the Charter School will not exclude such adult visitors and staff with close contact exposure and not require such individuals to return home or self-isolate if they are both asymptomatic and fully-vaccinated[2] against COVID-19. Should an asymptomatic and fully-vaccinated adult visitor or staff member be exposed to COVID-19, the Charter School reserves the right to request proof of vaccination for COVID-19 before allowing the individual on campus.

- *Campus Screening Logistics*: In-person wellness checks do not need to be performed by a nurse or other health professional.
  - Temperature and wellness screenings will be performed by Certified Nursing Assistants, Registered Nurses ("RN"), and/or trained school employee at all Charter School Campuses.
- *Bus Screening (Students).* The bus operator, a staff member or a volunteer shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
  - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is

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[2] According to the CDC, an individual is deemed fully vaccinated for COVID-19 with they are more than two (2) weeks post second dose of a two (2) dose vaccine, or more than two (2) weeks post dose of a single dose vaccine.

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the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.

- o Thermometers must be properly cleaned and disinfected after each use.
- The Charter School will not penalize students and families for missing in-person instruction due to COVID-19.
- Any student or staff member who develops any COVID-19 signs or symptoms shall stay home, unless and until all conditions have been met pursuant to CDPH and local guidance. These may criteria include but are not limited to a negative PCR COVID-19 viral test.[3]

3. **COVID-19 Compliance Task Force and Compliance Officer**

- The Charter School will comply with and implement the "Protocol for COVID-19 Exposure Management Plan in K-12 Schools," promulgated by the Los Angeles County Department of Public Health ("LAC DPH").
- The Charter School will establish a Compliance Task Force ("CTF"). The CTF is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students are staff receive appropriate COVID-19 education. The names and contact information for all CTF members are referenced above on pages one and two of this policy.
- The Charter School will designate a "COVID-19 Compliance Officer," to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak[4] at the Charter School. The name and contact information for the Charter School's COVID-19 Compliance Officer is referenced above on pages one and two of this policy.

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[3] For San Diego Charter School locations, please specifically refer to the San Diego County Public Health Services' "COVID-19DecisionTree":

https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/cahan/communications_documents/Decision%20Tree%20chart.pdf

[4] The Charter School will apply the definition of outbreak as stated by the LAC DPH: "At least 3 laboratory-confirmed cases with symptomatic or asymptomatic COVID-19 within a 14- day period in a group with members who are epidemiologically linked, do not share a household, and are not a close contact of each other outside of the campus. School groups include persons that share a common membership at school (e.g., classroom, school event, school

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4. COVID-19 Testing and Reporting:

- Consistent with California's "Safe Schools for All" Reopening Plan, Current CDPH Guidance, AB 86, local public health guidance, and applicable legal authority, the Charter School may test both employees and students based entering campus for any period. When implemented, testing will be applied on symptomatic[5], response[6], and asymptomatic[7] bases.

- ~~Currently, testing will occur on the following cadences:~~
  - ~~All students and employees must undergo symptomatic and response testing for COVID-19, as needed.~~
    - ~~Pursuant to San Diego County Public Health Services ("SDCPHS") guidance, the School will strongly recommend, but not require, Magnolia San Diego students be tested for COVID-19 on response and symptomatic bases. However, the School reserves the right to exclude students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this policy.~~

- Unless directed otherwise by local public health guidance or local authorizer's testing cadences, the School will align and revise its testing cadences as recommended by the CDPH, which are as follows:
  - **If the Charter School's County is in the Yellow or Orange Tiers**: Symptomatic and response testing.
  - **If the Charter School's County is in the Red or Purple Tiers**: Symptomatic testing, response testing, and asymptomatic testing every two weeks.

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extracurricular activity, academic class, sport teams, clubs, transportation). Epidemiological links require the infected persons to have been present at some point in the same setting during the same time period while infectious."

[5] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

[6] Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

[7] Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission."

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- o **If the Charter School's County's case positivity rate is greater than 14 per 100 population per day**: Symptomatic testing, response testing, and asymptomatic testing every week if using PCR testing, or twice weekly if using Antigen testing.
- Currently, testing will occur on the following cadences:
    - o In the seven (7) days prior to the reopening of the Charter School, all students and employees who will be returning to campus must test for COVID-19 as a baseline test at Magnolia Science Academy (MSA) 1, 2, 3, 4, 5, 6, 7, and 8.
    - o Thereafter, all students and employees continuing to be present on campus or otherwise interacting with Charter School student and employees must undergo for COVID-19 testing every ~~two~~ weeks for school sites Magnolia Science Academy (MSA~~) 1, 6, and 7, and Santa Ana; and weekly testing for MSA~~ 2, 3, 4, 5, and 8.
    - o All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
        - ▪ Pursuant to San Diego County Public Health Services ("SDCPHS") guidance, the School will strongly recommend, but not require Magnolia Science Academy- San Diego ("MSA-SD") students be tested for COVID-19 on response and symptomatic bases. However, the School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy.
        - ▪ MSA-SD employees must continue to comply with symptomatic and response testing cadences, consistent with public health guidance and legal authority, and as stated in this Policy.
        - ▪ MSA-SA, as well as MSA 1, 6, and 7 will follow the CDPH testing cadence guidance for students and employees, which currently recommends symptomatic and response testing only.
- When testing students or employees for COVID-19, the Charter School will require PCR testing.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
    - o For staff and student-wide testing, all staff and students shall be tested, other than any staff and students who have no contact with others and do not report to campus

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However, the ability to test all staff and students may not be possible if laboratory capacity is limited (see below).

- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
    - o If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.

- **Student consent for testing:**
    - o **Students age 12 and under**: For Charter School Students age 12 and under, the Charter School will require parental consent for COVID-19 testing.
    - o **Students age 13 to 17**: Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students ages 13 to 17 may consent to COVID-19 testing on their own.
    - o **Students age 18 and older**: Charter School students age 18 and older do not need parental consent for COVID-19 testing.
- Staff and students who refuse to take a test or to report the test results to the Charter School will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
    - o Pursuant to applicable guidance from the SDCPHS, the Charter School will not exclude MSA-SD students who refuse (or via their parents or guardians) to test for COVID-19. However, the School reserves the right to exclude MSA-SD employees who refuse to comply with the COVID-19 testing cadences indicated in this policy.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of either remote work or in-person instruction as an accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each

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employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- The families of students and staff who will return to in-person instruction at the Charter School campus are highly encouraged to be tested for COVID-19 before their student or family member returns to campus, and regularly thereafter.

- Visitors to the Charter School campus are highly encouraged to undergo COVID-19 testing prior to entering the Charter School campus.

- In the event of a positive test result of a student or family member:
  o The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  o Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

- **Vendors**
  o All vendors' employees who regularly enter the Charter School Campus must comply with this entire Policy, including any and all COVID-19 testing and screening requirements.
  o For the purposes of this Policy, vendors include but are not limited to the Charter School's contracted partners who provide limited and specialized services on Charter School campuses.
  o Consistent with this Policy, any vendor's employee who either refuses to test for COVID-19 or refuses to provide COVID-19 testing results will be excluded from the Charter School campus, to protect the health and safety of all Charter School students, employees, and the community. Similarly, any vendor's employee who screens or tests positive for COVID-19 prior to campus entry must follow all protocol in this Policy, including but not limited to temporary campus exclusion, COVID-19 testing, and any other protocol required by public health guidance. Vendor's employees who test negative must still follow all protocol in this Policy, and consistent with public health guidance.

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5. **Exposure Management Planning and Response to Suspected or Confirmed Cases and Close Contacts:**

- The Charter School will comply with the "Protocol for COVID-19 Exposure Management Plan in K-12 Schools", as promulgated by the LAC DPH, in response to suspected or confirmed cases and close contacts. In the event that local guidance provides more stringent directives in response to suspected or confirmed cases and close contacts, the Charter School will follow such local guidance. In addition, the Charter School will follow the following protocols, except to the extent they conflict with the EMP, in which case the EMP will prevail.

- Potential Exposure: In the event of notice of potential exposure,[8] the Charter School will take the following actions within one (1) business day of the notice of potential exposure:

  - Provide a written notice to all employees who were on the premises in the same worksite[9] as the qualifying individual[10] within the infectious period[11] that they may have been exposed to COVID-19.[12]

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[8] Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School's testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

[9] The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the Charter School must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

[10] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) an individual who has died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

[11] The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

[12] Written notice will be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text

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- o Provide a written notice to the exclusive representative, if any, of the above employees.[13]
- o Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
  - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California Supplemental Paid Sick Leave pursuant to SB 95, emergency paid sick leave and extended family and medical leave pursuant to the Families First Coronavirus Response Act ("FFCRA), Charter School sick leave, state-mandated leave, other supplemental sick leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- o Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the Charter School plans to implement and complete per the guidelines of the CDC.
- o Records of the above notices shall be retained for a minimum of three (3) years.
- If the event of a suspected COVID-19 case(s):
  - o The Charter School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - o Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - o The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student or employee who was present on a

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message if it can reasonably be anticipated to be received by the employee within one (1) business day of sending and shall be in both English and the language understood by the majority of the employees.

[13] Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the Charter School. This requirement does not apply if the Charter School's employees do not have an exclusive representative.

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Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.

o Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.

o The notification to the local public health department must include:

- 1) The full name, address, telephone number, and date of birth of the individual who tested positive;

- 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and

- 3) The full name, address, and telephone number of the person making the report.

- For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.

- For Los Angeles County Charter School locations: The Charter School will contact the LAC DPH as consistent with its "Protocol for COVID-19 Exposure Management Plan in K-12 Schools,"[14] and either by:
  - 1) Using the LACDPH reporting portal, or:
    - o http://www.redcap.link/lacdph.educationsector.covidreport
  - 2) Downloading and completing the COVID-19 Case and Contact Line List for the Education Sector and sending it to ACDC-Education@ph.lacounty.gov.

- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.

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[14]   This document may be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/ExposureManagementPlan_K12Schools.pdf

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o   Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.

o   Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 7 and 8.

o   Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.

o   Update protocols as needed to prevent further cases in accordance with CDPH Guidelines ("Responding to COVID-19 in the Workplace").

o   Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.

o   Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.

o   Maintain regular communications with the local public health department.

o   Recommend testing for all students and employees in close contact with the confirmed COVID-19 case, consistent with recommendations from the CDPH and local public health departments.

o   For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.

o   If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the Charter School's adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:

   ▪   Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;

   ▪   Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;

   ▪   Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;

   ▪   Special education, related services, and any other services required by a student's individualized education program, with accommodations

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> necessary to ensure that individualized education program can be executed in a distance learning environment;

- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;

- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness in the form of internet or telephonic communication, or by other means permissible under public health orders; and

- Continuing to provide school meals.

o Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

o The Charter School will review exposures in a cohort, stable group, or classroom to assess which persons need quarantine including the possibility of quarantining all individuals in the same cohort, stable group, or classroom as necessary.

o If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 10 days from COVID-19 symptom onset, or if asymptomatic, 10 days from the date the specimen was collected for the positive COVID-19 test.

- In the event of a cluster (three or more cases within 14 days), the Charter School will contact local county public health officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.[15]

- In the event of an outbreak or cluster at a Charter School:

  o The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.[16]

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[15] In the event of a "cluster," Los Angeles County Charter Schools must specifically report such information to the LAC DPH at LADPH at ACDC-Education@ph.lacounty.gov or by calling (888) 397-3993.

[16] In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

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- o The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- o The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community.
- o The Charter School will identify absenteeism among those in affected classes or stable groups and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.
- o Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
- o Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- o Identify absenteeism among affected classes or stable groups and contact those absentees to screen for COVID-19 symptoms.
- Close contacts to laboratory confirmed COVID-19 case(s):
  - o Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately and instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure. Even if they test negative, they should remain in quarantine for a full 10 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
  - o However, the Charter School will not exclude employees with close contacts exposure and not require such employees quarantine if the employee is both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated employee be exposed to COVID-19, the Charter School reserves the right to request proof of vaccination for COVID-19 before allowing the employee to forego post-exposure quarantine and exclusion.
  - o No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
  - o Those who test positive should not return until they have met county health department criteria to discontinue home isolation.

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- Returning to school after home isolation/quarantine:
  - Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
    - Documentation of a negative test result should be provided to school administrators.
    - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who test positive for COVID-19 can return 10 days after the symptom onset, are fever free for 24 hours without the use of fever reducing medication and have improved symptoms.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - Individuals who test positive for COVID-19 test but who remain asymptomatic must still follow all public health guidance before returning to campus, including a full 10-day quarantine following the date of the positive test result.
    - Asymptomatic individuals who test positive for COVID-19 and who later develop symptoms should follow all applicable quarantine and isolation guidelines, including quarantining for 10 days after the onset of symptoms, 24 hours with no fever without the use of fever-reducing symptoms, and when symptoms have improved.
  - Students with close contacts exposure to confirmed COVID-19 cases who test positive can return to school after isolating at home until fever free without fever reducing medication for 24 hours, improved symptoms, and 10 days from beginning of symptoms (or 10 days from test date if no symptoms).
  - Students with close contacts exposure to confirmed COVID-19 cases who test negative can return to school after quarantining for 10 days from the last exposure to the infectious person.
  - Pursuant to Cal/OSHA regulations, the School will exclude employees with close contacts exposure from campus for 14 days from their last exposure to the infectious person.
    - However, the Charter School will not exclude employees with close contacts exposure and not require such employees quarantine if the employee is both asymptomatic and fully-vaccinated against COVID-19. Should an asymptomatic and fully-vaccinated employee be exposed to COVID-19, the

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==Charter School reserves the right to request proof of vaccination for COVID-19 before allowing the employee to forego post-exposure quarantine and exclusion.==

- **Subsequent School Closure Criteria**:
  - o Charter School campuses that are open for in-person instruction may subsequently and temporarily close for in-person instruction based on the following criteria:
    - 1) An outbreak has occurred in 25% or more stable groups at the Charter School in 14-day period,
    - 2) 3 outbreaks have occurred in a 14-day period AND 5% of school population is infected, or
    - 3) As determined by the local health department
  - o After closure, the Charter School may reopen after 14 days, cleaning, disinfection, public health investigation, and local health department consultation.

6.   Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- The Charter School will schedule frequent, mandatory handwashing breaks for younger students at regular intervals, including but not limited to: Before and after eating, after toileting, after outdoor play, as well as before and after any group activity.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals to avoid congregating in restrooms.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer

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will be made available to both students and staff at all strategic locations throughout the Charter School Campus.

- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

7. **Routine cleaning and disinfecting:** The Charter School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

- Custodial staff will perform routine and thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
    o Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
    o Dusting hard surfaces;
    o Damp wiping of hard surfaces to ensure they are free of debris;
    o Wet mopping of floors;
    o Vacuuming carpets and mats.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:

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- o If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
- o Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
- o When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- o Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- o Custodians will clean and disinfect:
  - ▪ All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - ▪ On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- o The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will ensure the HVAC system is in good, working order.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents

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in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.

- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions.
  - o To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - o The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
  - o Staff shall follow label directions for appropriate dilution rates and contact times.
  - o The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
- Drinking fountains will not be used and replacement items (e.g., reusable water bottles) will be used instead.
  Each student's belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

8. **Facility measures:** The Charter School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

- While providing specialized services, the total on-site student population at Charter School will not exceed 25% of the School's total student enrollment number total student capacity. Upon re-opening for in-person instruction, the Charter School will comply with all state and local guidance regarding capacity of the site.
- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.

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- o The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
  Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

9. Cohorts and Stable Groups

- The Charter School will implement the use of cohorts[17] and stable groups[18] for in-person education services. Cohorts will be utilized where providing specialized services. The Charter School will utilize stable groups for in-person instruction for all elementary grade levels, and to the maximum extent possible in all middle and high school grade levels.
- **Stable Groups:**
  - o Elementary Schools:
    - Stable groups in elementary schools will stay together all day with their core teacher. Any electives of counseling should be conducted virtually to the maximum extent practicable.
    - Stable groups should complete daily activities together, including lunch and recess, and should be staggered from other groups.

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[17] Cohorts are defined by the CDPH as "a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting."

[18] A "stable group" is defined as "a group with fixed membership that stays together without mixing with any other groups for any activities."

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- The Charter School will consider rotating groups which are present on campus at any one time, including staggering attendance on certain days, or during different parts of the day.
- The Charter School will allow teachers in elementary settings to be assigned to no more than three (3) different stable groups during the course of a single school day or school week.

o Middle and High Schools:

- To the maximum extent possible, the Charter School will place students in groups that remain together all day for in-person instruction.
- The Charter School will consider implementing the following strategies to separate stable groups:
  - Rotating teachers between stable groups,
  - Implementing block schedules to reduce the number of courses students take in any one day,
  - Offering electives virtually,
  - Diving the school year into smaller time units, such as four (4) to eight (8) week periods, where students intensively student one or two subjects during that period.

- All staff must wash or sanitize hands after leaving a classroom and before entering another classroom with a different stable group of students.
- Specialized staff serving students with an IEP or 504 plans may work pull out students from group setting to provide one (1) on one (1) interactions, without limit on the number of individual students they work with. The space used for such meetings should be cleaned between meetings.
- Specialized staff who serve students with an IEP or 504 plans may also enter multiple classrooms in order to have brief (under 15 minutes) interactions with individual students, without limit on the number of classrooms they may enter.
  o The Charter School strongly recommends that such staff be fully vaccinated before engaging in these activities. Any non-fully vaccinated staff who perform such activities must wear a surgical mask and face shield if entering multiple classrooms for this purpose.
- The Charter School will limit cohorts to 14 students.
- To enforce and promote physical distancing, no child may be part of more than one (1) cohort or stable group. However, a student may leave a cohort or stable group temporary and as needed basis to receive individualized, one-on-one services, provided that the one-on-one services are provided in a secure space, apart from other staff and students.

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- Pursuant to CDPH guidance, students, and supervising adults in any one cohort must not interact with students and supervising adults in any other cohort at the Charter School. However, supervising adults may be assigned to no more than two (2) cohorts, if the supervising adult is serving children five years of age or younger or if the adult offers specialized services or support that cannot be offered by another supervising adult.
- Substitute supervising adults are permitted. However, any substitute may serve no more than one (1) cohort per day.
- To the extent possible, the Charter School will strive to provide outdoor space for 50% of cohort activities and instruction.
- The Charter School will take special precautions related to meals for cohorts, as referenced below in Section 12.
- Visitors to the Charter School will not be allowed to interact with cohorts.
- Each cohort will be assigned a designated restroom. In the event that more than one cohort is required to use the same restroom, the Charter School will implement a color-coding system to minimize student and cohort interactions in restrooms.
- During extracurricular activities such as art, music, and exercise, cohorts will be kept separate.
- During recess and playground time, cohorts and stable groups will not be allowed in the same place at the same time. The Charter School may implement a schedule to ensure physical distancing during recess and playground times.
- In assigning and arranging cohorts and stable groups, and to limit physical interactions between cohorts and stable groups, the Charter School will use the following best practices:
  - To the extent feasible, assign children and youth who live together or carpool together, in the same cohort or stable group;
  - Avoid moving children and youth between cohorts and stable groups, absent a concern for the child's overall safety and wellness.
- Staff Meetings: Meetings among staff from different cohorts and stable groups must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face coverings and maintain at least 6 feet distance from other providers. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.

10. **Physical distancing (staff):** The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:

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- The Charter School will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The Charter School will additionally consider implementing staggered shift schedules, where practicable, to encourage physical distancing. This includes potential staggering of break times, where practicable, to ensure physical distancing in break rooms and staff lounges.
- The Charter School will arrange desks and workspaces to create a minimum of six (6) feet between individuals, including those employed in administrative positions.
- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces. In such locations, the Charter School will ensure tables are at least eight (8) feet apart and that seats are at least six (6) feet apart, so staff can maintain proper physical distancing. staff can maintain six (6) feet of physical distancing.
- Where possible, trainings and other meetings will be conducted virtually or in a manner that accommodates physical distancing.
- For Charter School staff employed in food service and preparation operations, the Charter School will implement, where practicable, physical distancing requirements, such as floor markings.

11. Physical Distancing (Elevator(s)):
- The Charter School will implement and enforce physical distancing in all elevators, to ensure a maximum of four (4) riders at any one time, if consistent with six (6) feet of physical distancing within that elevator. If the elevators cannot accommodate four (4) riders consistent with six (6) feet of physical distancing, the Charter School will limit the maximum number of riders to conform to six (6) feet of physical distancing.

12. Physical distancing (students): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The Charter School will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.

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- The Charter School will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher.
- The Charter School will implement measures to maintain physical distancing of six (6) feet between students in the following settings, as practicable. Where six (6) feet of physical distancing cannot be maintained, the Charter School may allow no less than three (3) feet of physical distancing between student chairs. The Charter School will focus on high mask adherence; enhancing other mitigation layers; and maintaining 6 feet of distancing as much as possible during times when students or staff are not masked (e.g., due to eating or drinking). The Charter School will describe the measures that will be used to maximize the space between students:
    - School bus stops
    - School buses
    - During daily symptom and temperature screening of students
    - While students are entering campus and waiting for their first class to begin
    - During meal periods
    - During recess
    - During passing periods
    - Classrooms and other instructional spaces
    - Restrooms
    - Locker rooms
    - While students are exiting the campus
    - School buses
    - Before- and after-school programs
    - Extracurricular and co-curricular programs
- To reduce possibilities for infection, students must remain in the same space and in cohorts or stable groups as small and consistent as practicable, including for recess and lunch.
    - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
    - Prioritize the use and maximization of outdoor space for activities where practicable.
    - Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.

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- In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Maximize space between seating and desks. Distance teacher desks at least six feet away from students. Consider ways to establish separation of students through other means if practicable, such as, three to six feet between desks, where practicable, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- A supervising adult may be assigned to a maximum of two (2) cohorts, if the adult is serving children five years-of-age and younger, or if the adult offers specialized services or support that cannot be offered by another supervising adult.

- The Charter School will implement measures to maintain physical distancing while students move between classrooms that are easy for students to understand and are developmentally appropriate, including potentially one or more of the following recommendations. In common areas, the school will adjust schedules to ensure that only one cohort moves through common areas such as hallways and restrooms at one time. Other measures to maximize physical distancing between cohorts in common areas includes but are not limited to:
    - Hallways: The Charter School will ensure only one cohort moves through a hallway at any given time. For example, the Charter School may establish more ways to enter and exit a campus, and stagger passing times when necessary.
    - Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways.
    - Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms. Individual cohorts will be assigned a designated restroom. If more than one cohort is required to use the same restroom, the Charter School will implement a color-coding system to minimize interactions in restrooms.
    - Libraries: Stagger group use of libraries.
    - Outdoors: Consider holding recess activities in separated areas designated by class.
- The Charter School will implement physical barriers between food service workers and students, where necessary and appropriate.
- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.
- Music Activities:

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- o Music activities requiring participants to remove facial coverings (i.e., playing brass or wind instruments) is allowable when students are space at least eight (8) to ten (10) feet apart, and where done outdoors.
  - o Activities generating profuse respiratory droplets (i.e., singing, choir practice) are allowable with a distancing of at least eight (8) to ten (10) feet between students, and where done outdoors.
  - o The Charter School will limit the exchange or sharing or any instruments, parts, music sheets, and other items during music activities.
  - o Where possible, the Charter School will encourage the use of disposable absorbent pads to catch the contents of spit valves and water keys and consider implementing bell covers for the openings of brass and woodwind instruments to minimize the generation of droplets and aerosols.
- Other extracurricular activities such as theater and dance classes may be allowable under certain conditions, consistent with local guidance.
- ~~Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band (i.e., wind instruments) and choir practice and performances are not permitted, or under circumstances as allowed by state or county guidance.~~ Any Charter School-related performance will follow local guidance regarding live events and performance, depending on the location of performances.
- The Charter School will implement procedures for turning in assignments to minimize contact.
- The Charter School will implement a plan to maintain physical distancing during meals, included but not limited to the following:
  - o Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
  - o The Charter School will tape or measure six-foot intervals for food lines to ensure physical distancing between students while picking up meals.
  - o If meals take place in the cafeteria, only one cohort will be allowed to eat in the cafeteria at any one time. Table and/or chairs will also be spaced at six-foot intervals to ensure physical distancing between students.
- The Charter School will implement appropriate physical distancing measures during physical activities.
  - o <u>Sporting Events and Gatherings</u>: Outdoor and indoor sporting events and competitions, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted except as allowed by state and county guidance.

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- o <u>Playgrounds and Recess</u>: The Charter School will consider holding recess activities in separated areas designated by class and/or staggered throughout the day and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.

- o <u>Youth Sports and Physical Education</u>: The Charter School will conduct sports and physical education classes only when the following can be maintained (1) physical distancing of at least six (6) feet, and (2) a stable group or cohort, such as a class, that limits the risk of transmission. All sports will take place in compliance with then-current state and county guidance for youth sports. Activities should take place outside to the maximum extent practicable.

  - If any students participate in a Charter School-sanctioned outdoor high-contact or moderate contact sport, participants (via their parent/guardian) and coaches must sign the School's Youth Sports Informed Consent Form, prior to participation,

  - If any students participate in a Charter School-sanctioned outdoor high-contact sport, the Charter School will strongly recommend COVID-19 testing.

    - Both participants and coaches in high-contact sports activities are required to undergo weekly COVID-19 testing. If competing, testing will be performed with test results made available within 24 hours of play.

    - If members of athletic teams are involved in an outbreak totaling ten (10) or more cases among student athletes on one (1) or more teams during the outbreak period, the Charter School will require all student athletes to test for COVID-19 and present a negative test result forty-eight (48) hours prior to competing in sports events against another team.

  - When equipment is shared during an activity, participants perform hand hygiene (wash hands with soap and water or use an alcohol-based hand sanitizer) before play, during breaks, at half time, and after the conclusion of the activity.

    - Balls or other objects or equipment can be touched by multiple players during practice and play if the above hand hygiene practices are followed.

  - Face coverings should be worn by participants during practice, conditioning, and competition, even during heavy exertion as tolerated,

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- Participants should maintain at least six (6) feet of distance from other participants to the maximum extent possible,
- Coaches and participants should maintain six (6) feet of distance to the maximum extent possible
- Face coverings must be worn when not participating in the activity,
- Coaches, support staff, and observers must wear a face covering,
- The Charter School will not allow the sharing of drink bottles nor other personal items and equipment,
- Any indoor sports activities will comply with capacity limits indicated in CDPH guidance for gyms and fitness facilities,
- Physical conditioning, practice, skill-building, and training that can be conducted outdoors, with 6 feet of physical distancing, and within stable cohorts are authorized regardless of case rate or sport. Such activities may be conducted indoors consistent with LAC DPH and CDPH restrictions.
  - o Locker Rooms: The Charter School will enforce physical distancing in locker rooms by offering locker room access only when staff supervision is available so as to stagger locker room access, as well as by creating alternative storage solutions for students' clothing, books, and other necessary items. All Charter School students must maintain six (6) feet of social distancing while using locker rooms.
- College Admissions Testing on Charter School campuses:
  - o Charter Schools may administer college admissions testing (i.e., SAT, PSAT, ACT).
  - o If a Charter School administers college admissions testing, the Charter School will ensure that students are appropriately cohorted for the entire duration of the testing.
  - o College admissions testing cohorts will consist of no more than 14 students in each classroom, with a distance of at least six (6) feet between students and between students and teachers/test proctors.
  - o The Charter School will also ensure proper physical distancing and infection control throughout the duration of any college admissions testing, including:
    - All students and staff involved in college admission testing shall wear face coverings during the entire time they are present on the Charter School campus.
    - Gatherings at arrival times, dismissal times, and break times are prohibited.
- The Charter School will consider and implement where practicable any teaching methods designed to encourage and promote physical distancing.

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13. **Physical distancing (buses):** The Charter School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

- The Charter School will limit the total number of students on each bus. Younger students and students with disabilities will be given highest priority.
- Seats on buses will be marked to require students to provide physical distancing on buses. Seating will be staggered in accordance with CDE guidance.
- The Charter School will allow a maximum of one child per bus seat. When feasible, the Charter School will also use alternating rows on such busses.
- All persons on Charter School busses, including students, are required to wear face masks at all times.
- If feasible, consist with air quality and ride safety, Charter School busses will attempt to keep bus windows open.

14. **Use of face coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide order is lifted, all individuals two years of age and older must wear a cloth face covering at all times while on campus, except while actively eating or drinking, or as exempted under state guidance.
    - Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees should wear a clean face mask to work every day.
- Employees should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from

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others to the extent practicable. Staff must return to wearing a face covering outside of the classroom.

- The Charter School will post signs regarding the proper use, removal, and washing of face coverings.
- The Charter School will post signs to remind employees that CDC recommends maintaining social distancing of at least three (3) to six (6) feet, and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions.
- All student age two and older who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering at all times, including:
  - o While waiting to enter the school campus.
  - o In any area outside of the classroom (except when eating or drinking).
  - o While leaving school.
  - o While waiting for or riding on a school bus.
- Proper use of cloth face coverings will be strictly enforced. The Charter School will exclude from campus anyone who refuses to wear a face mask, and who is not prevented from doing so due to a documented disability or legally recognized accommodation, consistent with this Policy.
- The Charter School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- For Charter School staff working with sick children or with children who are precluded from wearing a cloth face covering due to a medical condition, the Charter School will provide a medical grade face mask to that employee.
- Employees working in a cubicle must wear a face covering.
- A face shield may be an acceptable alternative for children who cannot wear a face mask due to a documented disability or who cannot wear a face mask properly.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees

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requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.

- **Accommodations for Students**:
  - o Any student who cannot wear a facial covering and/or face shield due to a documented disability must provide a doctor's note which justifies the need for an accommodation from the facial covering requirement.
  - o Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  - o Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  - o For special education/504 students:
    - ▪ Appropriate determinations will be made during IEP team meetings.
    - ▪ When considering potential accommodations, SPED/504 teams will use the following criteria:
      - 1) Does the student have a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance and
      - 2) When deciding if students with certain disabilities should wear a mask, determine if they can:
        - o Use a mask correctly,
        - o Avoid frequent touching of the mask and their face,
        - o Limit sucking, drooling, or having excess saliva on the mask,
        - o Remove the mask without assistance.
  - o Pursuant to applicable legal guidance, and for students who cannot wear a mask, the Charter School will not place them with a cohort or group of students in the classroom. A student who cannot wear a mask can receive necessary services in a one-to-one setting with staff wearing appropriate PPE. The Charter School may also accommodate such students via distance learning.

15. **Use of gloves and PPE:** The Charter School requires employees to wear gloves and other Personal Protective Equipment ("PPE") in accordance with the following standards.

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- The Charter School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The Charter School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The Charter School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
    - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
    - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
    - All cleaning and disinfecting products must be kept out of children's reach and stored in a space with restricted access.
- As required by Cal/OSHA, the Charter School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

16. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
    - Individuals who may not be able to communicate symptoms of illness.

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- The Charter School is prepared for opening to provide Free Access to Public Education ("FAPE") in the least restrictive environment ("LRE") for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.

- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.

- Evaluations and Timelines:
    - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.

- Services:
    - Students attending in-person instruction will receive services as outlined in their IEP.
    - Where possible, each student will be included into the LER. Special education teachers supporting students in the general education setting will provide services either remotely, or in person within the student's established cohort or on a one to one in-person basis.
    - Related service providers will provide services to students remotely via distance learning, or on a one to one in-person basis as appropriate.
    - Students from different cohorts will not be grouped together for pull-out services.
    - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while

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        protecting the health and safety of students as well as the individuals providing the services.

- o If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
- o The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
- o Staff will be supplied with protective equipment as appropriate, including masks, shields, gloves and gowns.
- o All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.

- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - o Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - o Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - o Individuals who may not be able to communicate symptoms of illness.

17. **Maintaining Healthy Operations:** The Charter School will follow all Orange, Los Angeles, and San Diego County Public Health Orders and CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor on a weekly basis, COVID-19 guidance from CDPH, and County Offices of Education.
- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.

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- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Implement routine COVID-19 testing of staff and students as directed by local county health officers and pursuant to CDPH guidance. Encourage students and families to receive testing from community testing sites before returning to school for in-person instruction and regularly while attending school in person.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

18. Protection of higher risk employees:

- The Charter School recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.[19]
- Consistent with operational needs, the Charter School shall support options to telework, if available and reasonable.
- The Charter School shall attempt to limit vulnerable employees' duties to minimize their contact with visitors and other employees.

19. COVID-19 Vaccinations:

- **Purpose:**
  - Consistent with the Charter School's legal duty to maintain a safe and healthy workplace and to limit the spread of COVID-19, the Charter School has adopted the following COVID-19 employee vaccination policy ("Vaccination Policy"). The purpose of this Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.

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[19] This includes employees with any one or more of the following high-risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

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- **Policy:**
    - Pursuant to this Vaccination Policy, the Charter School strongly encourages all employees to receive a COVID-19 vaccination at the first available opportunity. The Charter School will notify all employees upon learning of any vaccination opportunities and will regularly provide a list of local facilities offering the vaccine. Upon request, the Charter School will promptly provide any Charter School employee with an employment verification letter, as well as any other documentation required to secure vaccination pursuant to federal, state, or local law.
    - Employees who choose to get vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated during working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave to for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
    - Employees who voluntarily vaccinate for COVID-19 are not to provide any proof of vaccination information to the Charter School. However, such employees must retain proof of vaccination should the Charter School elect to mandate vaccinations and request proof of COVID-19 vaccination status at a later date.
    - Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave.

- **Non-Discrimination:**
    - The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine.

- **Disclaimer:**
    - As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Vaccination Policy. Such a revision may include but is not limited to mandating all employees vaccinate for COVID-19, absent a legally-recognized accommodation. Upon any revision to this Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.

Employee with any questions regarding the Charter School's Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

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20. Communications to the Charter School community:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Beginning March 15, 2021, every Charter School campus shall report identifying information about its operations to the CDPH. Every Charter School campus shall thereafter report such information to the CDPH on the second and fourth Monday of each month.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Enhanced sanitation practices
  - Physical distancing requirements and recommendations
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.
  - Systems for self-reporting symptoms.
  - Criteria and plan to close schools again for physical attendance of students.
  - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
  - Charter School policies regarding parental visits to Charter School campuses, reiterating options for contacting the school remotely.
  - Contact information at the Charter School for students who may have been exposed to COVID-19.

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- o Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- COVID-19 protocol will be posted at all public entrances to the Charter School campus.
- Communications will be targeted to the most vulnerable members of the Charter School community.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities ("Agencies"), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School's charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

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Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District's ("LAUSD")'s COVID-19 Containment, Response and Control Plan ("Containment Plan"). Pursuant to the LAUSD's Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- ➢ The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)
Enter the estimated total number of students that will return per grade (if none, enter 0)

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TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students:_____			

Services

The Grab & Go Food Center located closest to this school is at:

- School Name:_____

- Address_____

The COVID-19 Test Center located closest to this school is at:

- School Name:_____

- Address:_____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

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Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
☐ Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed ☐	☐ Options for COVID-19 testing if the studentor a family member has symptoms or exposure to COVID-19
☐ Changes in school meals to avert risk	☐ Required use of face coverings
☐ How to conduct a symptom check before students leave home for school	☐ Changes in academic and extracurricular programs to avert risk
☐ Importance of student compliance with physical distancing and infection control policies	☐ Who to contact at the school if students have symptoms or may have been exposed
☐ School policies concerning parent visits to school and advisability of contact the school remotely	☐ Importance of providing up-to-date emergency contact information, including multiple parent contact options

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INJURYAND ILLNESS PREVENTION PROGRAM ("IIPP") COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year from the California Department of Public Health (CDPH). This document additionally complies with the temporary Cal/OSHA regulations issued November 30, 2020 which require a "written COVID-19 prevention plan." Resumption of in-person instruction presumes that the Charter School has complied with all applicable requirements pursuant to California's Blueprint for a Safer Economy Program, as well as the "Safe Schools for All Plan." Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or "COVID-19") leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

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COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., "Shelter in Place"), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
  - People with chronic lung disease or moderate to severe asthma
  - People who have serious heart conditions
  - People who are immunocompromised
    - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

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deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- o People with severe obesity (body mass index [BMI] of 40 or higher)
- o People with diabetes
- o People with chronic kidney disease undergoing dialysis
- o People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site. By providing guidelines for the design of a control plan for COVID-19, part two of this addendum is intended to allow for the resumption of school by implementing measures to prevent and slow the spread of COVID-19 within the workplace.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

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2. **Adjust operations to slow the spread:**

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.
- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. Protect the screener using social distancing, barrier or partition controls, or personal protective equipment ("PPE"). However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.
- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics, and be sure to maintain confidentiality of each individual's medical status and history.

3. **Conduct a Workplace Hazard Assessment:**

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
  - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
  - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms.
  - Reviewing and incorporating all applicable federal, state, and local public health guidance related to COVID-19, as well as any other industry-specific guidance.
  - From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.

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o Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.

o Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:

- Before implementing this plan, the School will consult with employees' exclusive representatives and coordinate a virtual safety meeting in February 2021. At the safety meeting, the School will discuss the components of the COVID-19 Prevention Plan with employees and exclusive representatives. The School will additionally seek input from employees and exclusive representatives regarding potential COVID-19 hazards. In advance of the virtual safety meeting, employees and exclusive representatives are encouraged to consider areas on campus which they believe pose a high-risk of COVID-19 transmission, as well as activities on campus that are difficult to complete while complying with all health and safety guidance.

- In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur weekly. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.

- If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

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School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Mustafa Sahin	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Brad Plonka	818-705-5676
Magnolia Science Academy-6	John Terzi	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskinturk	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
  - o Determine what PPE is needed for each workers' specific job duties,
  - o Select and provide appropriate PPE to the workers at no cost, and
  - o Train their workers on its correct use.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations
- Effective immediately, upon one (1) "COVID-19 case"[1] in the workplace, the Charter School will:
  - o Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or

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[1] Cal/OSHA regulations define a "COVID-19 case" as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID1-9 statistics of a county.

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diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
- o Investigate whether other Charter School employees or any other third parties may have had a COVID-19 exposure by evaluating the activities of the COVID-19 case at the Charter School campus during the "high-risk exposure period"[2].
- o Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information[3] of the COVID-19 case, to:
    - 1) All employees and their authorized representatives, if any, who may have had COVID-19 exposure, and
    - 2) Independent contractors and other employers present at the workplace during the high-risk exposure period.
- o Offer testing for COVID-19 to all employees with potential COVID-19 exposure in the workplace, at no charge and during working hours, as well as:
    - Information regarding COVID-19-related benefits under all applicable federal, state, and local laws, as well as potential salary continuation rights during any period of exclusion due to the COVID-19 exposure.
- o Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

- Effective immediately, and pursuant to current Cal/OSHA regulations:
    - o All employees with COVID-19 exposure shall be excluded from the Charter School campus for fourteen (14) days from the last known exposure to a COVID-19 case.
        - However, the Charter School will not exclude employees with close contacts exposure and not require such employees quarantine if the employee is both asymptomatic and fully-vaccinated[4] against COVID-19. Should an asymptomatic and fully-vaccinated employee be exposed to COVID-19, the Charter School reserves the right to request proof of vaccination for COVID-19 before allowing the employee to forego post-exposure quarantine and exclusion.
    - o Charter School employees with confirmed COVID-19 must not return to the Charter School campus as follows[5]:
        - For Employees who test positive and have symptoms consistent with COVID-19:
            - 1) At least twenty-four (24) hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications,
            - 2) COVID-19 symptoms have improved, and
            - 3) At least ten (10) days have passed since COVID-19 symptoms first appeared.

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[2] "High-risk exposure period" is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

[3] All personally identifying information related to COVID-19 cases or those will COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

[4] According to the CDC, an individual is deemed fully vaccinated for COVID-19 with they are more than two (2) weeks post second dose of a two (2) dose vaccine, or more than two (2) weeks post dose of a single dose vaccine.

[5] The Charter School will not require a negative test prior to an employee returning to work. 8 CCR 3505(c)(11)(D).

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- Employees who test positive but remain asymptomatic shall not return to the Charter School campus until at least ten (10) days have passed since the date of specimen collection of their first positive COVID-19 test.

o Employees excluded from work due to COVID-19 exposure may be entitled to salary continuation during the fourteen (14) day exclusion period. The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act ("FFCRA"), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period. Any salary continuation benefits will account for funds received from public sources during this period, as well as any indemnity benefits as part of any workers' compensation claim related to the employee's COVID-19 exposure.

- If a COVID-19 case is not work-related pursuant to all applicable workers' compensation laws, Charter School employees are not entitled to salary continuation during the fourteen (14) day exclusion period. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period.

- If a Charter School employee is unable to work for reasons other than protecting other employees or students at the Charter School campus from possible COVID-19 transmission, the employee is not entitled to salary continuation during the fourteen (14) day exclusion period. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period.

• Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.

• Effective immediately, upon notice any COVID-19-related serious illnesses or death[6] of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA.

AB 685

Effective January 1, 2021, employers are required to provide certain notices in response to a "notice of potential exposure to COVID-19," in accordance with Labor Code section 6409.6. A "notice of potential exposure" means any of the following:

(a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;

(b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;

(c) Notification through the school's testing protocol that the employee is a qualifying individual; or

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[6] Pursuant to 8 CCR §330(h), "Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement."

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(d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

Upon receipt of a "notice of potential exposure," the Charter School must take the following actions within one (1) business day of the notice:

(a) Provide a written notice to all employees who were on the premises in the same worksite[7] as the qualifying individual[8] within the infectious period[9] that they may have been exposed to COVID-19.[10]

(b) Provide a written notice to the exclusive representative, if any, of the above employees.[11]

(c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
   ▪ Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.

(d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021 the school must also take the following responses in the event of a COVID-19 "outbreak," as defined by CDPH:

• Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.[12]

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[7] The "worksite" does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

[8] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

[9] The "infectious period" means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

[10] Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

[11] Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school's employees do not have an exclusive representative.

[12] A "qualifying individual" means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to

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- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

Other Relevant Public Health Guidance

Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are also found in the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, issued January 14, 2021. In most cases, you do not need to shut down the facility. If it has been less than seven (7) days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait twenty-four (24) hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting twenty-four (24) hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been seven (7) days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDPH and CDC cleaning and disinfection recommendations:

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).
- Follow the public health recommendations for community-related exposure and instruct potentially exposed employees to stay home, ==consistent with public health guidance recommendations== for fourteen (14) days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.

Measures to Maintain Healthy Ongoing School Operations

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isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

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1. **Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.

2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.
   - Provide options to telework, if available and reasonable.
   - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
   - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

3. **Communicate supportive workplace polices clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.

   - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
   - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
   - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
   - Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. **Establish policies and practices for social distancing.** Where possible and reasonable, alter your workspace to help workers and students maintain social distancing and physically separate employees from each other and from students, such as:

   - Implement flexible worksites (e.g., telework).
   - Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time).
   - Increase physical space between employees at the worksite by modifying the workspace.
   - Increase physical space between employees and students (e.g., physical barriers such as partitions).
   - Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
   - Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
   - Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces. In such locations, the

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<mark>Charter School will ensure tables are at least eight (8) feet apart and that seats are at least six (6) feet apart, so staff can maintain proper physical distancing.</mark>

- Close or limit access to common areas where employees are likely to congregate and interact.
- Prohibit handshaking.
- Deliver services remotely (e.g., phone, video, or web).
- Adjust school practices to reduce close contact with and among students — for example, by using larger formal spaces (e.g., auditoriums) or outdoor areas for instruction.
- When it is not possible to maintain a distance of at least six (6) feet, individuals shall be as far apart as possible.
  - In this situation, the Charter School will evaluate the need for additional eye protection and respiratory protection, consistent with CCR Title 8, section 5144.

5. Facial Coverings

- Until lifted, the CDPH has ordered that all persons must wear a cloth face covering at work if the hazard assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.
  - A cloth face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
  - Cloth face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.
- Remind employees that CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Wearing a cloth face covering, however, does not replace the need to practice social distancing.
- As necessary, the Charter School will provide clean and undamaged face coverings.
- All face coverings must be worn, cleaned, and replaced as needed, and unless an applicable exception to wearing a facial covering applies, consistent with the Charter School's COVID-19 Health and Safety Policy.
- If an employee cannot wear a face covering, face shield with a drape, respiratory protection, or another effective alternative to a facial covering, the employee shall be kept at least six (6) feet apart from all other employees, students, and persons, unless the unmasked employee is tested at least twice per week for COVID-19. However, testing an employee twice per week is not an alternative to wearing a facial covering where otherwise required.

6. Engineering Controls

- To the maximum extent feasible, the Charter School will implement all appropriate actions to protect employees where six (6) feet of physical distancing cannot be maintained, consistent with the COVID-19 Health and Safety Policy, as well as this Plan.
- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.

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- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.

7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.
- To the extent feasible, dependent on a hazard assessment, and consistent with the Charter School's COVID-19 Health and Safety Plan, the Charter School will consider providing additional handwashing facilities.
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.
- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Limit Sharing of Tools, Equipment, and PPE

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

9. Perform routine cleaning:

- Incorporate the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean and disinfect all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
    - o If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
    - o For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration,

application method, and contact time).
- o Routine cleaning practices may also include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, breakrooms, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that could be very dangerous to breathe in.
- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:

- In the event of a suspected or confirmed COVID-19 case at the Charter School, the Charter School will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, the Charter School will follow all CDC cleaning and disinfection recommendations of all pertinent areas:
  - o Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
  - o When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
  - o Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
  - o Custodians will clean and disinfect:
    - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table,

==hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).==
- ==On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.==
  o ==The space(s) where the confirmed COVID-19 was present case may be reoccupied once these cleaning and disinfection procedures have been completed.==
- The Charter School custodian and a third-party custodial services vendor will work in conjunction to complete post-exposure cleaning and disinfection in accordance with CDC protocol and public health guidance.

11. Minimize risk to employees when planning meetings and gatherings:

- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of six (6) feet apart and wear cloth face coverings.

12. COVID-19 Testing:

- Consistent with Cal/OSHA regulations, in the event of one (1) COVID-19 case, an outbreak[13], or a major outbreak at the Charter School campus, the Charter School will offer COVID-19 testing to employees with exposure at no charge, and during working hours.
- In the event of one (1) COVID-19 case in the workplace, COVID-19 testing will be offered to all employees who have had potential COVID-19 exposure.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
  o The Charter School must provide testing to all employees who were present in the exposed workplace.
  o Pursuant to Cal/OSHA regulations, "employees in the exposed workplace shall be tested and then tested again one week later."[14]
  o After the first two (2) COVID-19 tests, the Charter School must provide continuous COVID-19 testing of employees remaining at the workplace at least once per week, until outbreak criteria are no longer met.
- In the event of a "major COVID-19 outbreak,"[15] the Charter School will provide COVID-19 testing at least twice per week to all employees present at the exposed workplace during the thirty (30) day period, and who remain at the workplace. This testing regimen will continue until there are no new COVID-19 cases in the workplace for a fourteen (14) day period.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.

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[13] An outbreak is defined by Cal/OSHA as one that is declared by the local public health department, or where there are three or more cases on campus within a 14-day period. 8 CCR §3205.1(a)(1).
[14] 8 CCR §3205.1(b)(2)A).
[15] Cal/OSHA defines a major outbreak as "20 or more COVID-19 cases in an exposed workplace within a 30-day period."

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- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities ("Agencies") and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

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Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
- Assess job hazards for feasibility of engineering controls   - Ensure ventilation and water systems operate properly   - Alter office workspaces to maintain social distancing. Examples include: - Configure partitions as a barrier shield   - Move electronic payment reader away from cashier in cafeteria   - Use verbal announcements, signage, and visual cues to promote social distancing   - Remove/rearrange furniture

Administrative
Management and Communications   - Monitor state and local public health communications about COVID-19   - Require students who are ill to stay home   - Encourage sick workers to report symptoms, stay home, and follow CDC guidance   - Develop strategies to: - communicate with staff   - manage staff concerns   - Remind staff of available support services   - Communicate to partners, suppliers, other contractors on policies and practices   - Encourage social distancing and the use of cloth face coverings (if appropriate) in the workplace   - Use technology to promote social distancing (e.g., telework and virtual meetings)   - Cancel group events   - Close/limit use of shared spaces   - Consider policies that encourage flexible sick leave and alternative work schedules.   - Schedule stocking during off-peak hours   **Cleaning and Disinfection**   - Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)   - Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19   **Training** Provide employees with training on: - Symptoms, emergency warning signs and high-factors for COVID-19   - Policies to reduce the spread of COVID-19

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- Information regarding COVID-19 transmission, including that COVID-19 "is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms."
- COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers' compensation laws, California COVID-19 Supplemental Paid Sick leave, the FFCRA, the Families First Coronavirus Response Act ("FFCRA"), the Charter School's leave policies, and any other rights by contract or collective bargaining agreement.
- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, proper hygiene, and PPE are so important.
- General hygiene
- Cleaning and disinfection
- Cloth face covers
- Social distancing
- Use of PPE
- Safe work practices
- Stress management

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers' specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.

APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

_____ _____

_____ _____

_____ _____

Date:

Name(s) of employee and authorized employee representative that participated:

_____ _____

_____ _____

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

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COVID-19 Inspections[16]

Date: _____

Name of person(s) conducting the inspection:

_____   _____

_____   _____

_____   _____

Work location evaluated: _____

_____

Exposure Controls[17]	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			

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[16] *Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.*

[17] Use *empty cells to add any additional controls that the School is using.*

Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Isolation Areas for Symptomatic Individuals			
Sufficient and Clearly Marked Signage			
Clearly Labeled Ingress and Egress Points			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health ("NIOSH"), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: **[enter name(s)]**

Employee (or non-employee*) name:		**Occupation (if non-employee, why they were in the workplace):**	
Location where employee worked (or non-employee was present in the workplace):		**Date investigation was initiated:**	
Was COVID-19 test offered?		**Name(s) of staff involved in the investigation:**	
Date and time the COVID-19 case was last present in the workplace:		**Date of the positive or negative test and/or diagnosis:**	

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Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	
Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):			

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:		
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:	
	Names of employees that were notified:	
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:	
	Names of individuals that were notified:	

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		**What could be done to reduce exposure to COVID-19?**	
Was local health department notified?		**Date:**	

*Should an employer be made aware of a non-employee infection source COVID-19 status.