



## Magnolia Public Schools

### Regular Board Meeting

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**Date and Time**

Thursday June 24, 2021 at 6:00 PM PDT

**Location**

<https://zoom.us/j/95872880353?pwd=TWdCcnlLUERWUUK2RW5uVE1Qk1CQT09>

**Meeting ID:** 958 7288 0353      **Passcode:** 964005

**One tap mobile:** +16699009128,,95872880353# US (San Jose)

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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](mailto:board@magnoliapublicschools.org) or call 213-628-3634 Ext. 100.

**Board Members:**

Dr. Umit Yapanel, Interim Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Mr. Mekan Muhammedov

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order			1 m
<b>B.</b> Record Attendance and Guests			1 m
<b>C.</b> Approval of Agenda	Vote		1 m
<b>D.</b> Public Comments			5 m
<b>E.</b> Announcements from CEO & Superintendent and Board Members			5 m
<b>F.</b> Approval of Minutes from MPS Regular Board Meeting - April 15, 2021	Approve Minutes		1 m
<b>G.</b> Approval of Minutes from MPS Special Board Meeting - May 6, 2021	Approve Minutes		1 m
<b>H.</b> Approval of Minutes from MPS Regular Board Meeting - May 13, 2021	Approve Minutes		1 m
<b>I.</b> Approval of Minutes from MPS Regular Board Meeting - May 27, 2021	Approve Minutes		1 m
<b>J.</b> Approval of Minutes from MPS Special Board Meeting - June 3, 2021	Approve Minutes		1 m
<b>K.</b> Approval of Minutes from MPS Regular Board Meeting - June 10, 2021	Approve Minutes		1 m
<b>II. Closed Session</b>			<b>6:19 PM</b>
<b>A.</b> Public Announcement Of Closed Session	FYI		1 m
<b>B.</b> Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent			30 m
<b>C.</b> Report Out Of Closed Session	FYI		1 m
<b>III. Consent Items</b>			<b>6:51 PM</b>
<b>A.</b> Approval of 2021-22 Fiscal Policy Manual	Vote	S.Orazov	3 m
<b>B.</b> 2021-22 Certification of Signatures Form	Vote	S.Orazov	3 m
<b>C.</b> Approval of 2021-22 MPS Board Meeting Calendar & Committee Meeting Calendar	Vote	A.Rubalcava	3 m
<b>D.</b> Certification of Assurances, Protected Prayer Certification, Application for Funding	Vote	S.Orazov	3 m
<b>IV. Action Items</b>			<b>7:03 PM</b>
<b>A.</b> Approval of MPS Board Committee Structure	Vote	A.Rubalcava	10 m

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>B.</b> Appointment of 2021-22 MPS Board Officers	Vote	A.Rubalcava	5 m
<b>C.</b> Approval of Portrait of a Graduate	Vote	I.Soto	10 m
<b>D.</b> Approval of the Local Control and Accountability Plans (LCAP) for All MPS	Vote	D.Yilmaz	20 m
<b>E.</b> 2021-22 Magnolia Public Schools Budget Including Master List of Contracts over \$50,000	Vote	Finance Committee	10 m
<b>F.</b> Approval of 2021-22 EPA Spending Plans for all MPS	Vote	S.Orazov	5 m
<b>G.</b> Election of Board Members to Magnolia Properties Management, Inc.	Vote	P.Ontiveros	7 m
<b>H.</b> Home Office Compensation, Salary Bands & Job Titles Revision for Home Office Staff	Vote	S.Acar	10 m
<b>I.</b> Approval of 2021-22 Uniform RFP Winning Bid Selection	Vote	S.Acar	10 m
<b>J.</b> Approval of Shade Structure Project at MSA-1 High School Building	Vote	Facilities Committee	5 m
<b>K.</b> Approval of Special Education Compliance Guide	Vote	E.Acar & A.Callaham	7 m
<b>L.</b> Approval of CEO Comparable Compensation Data	Vote	M.Muhammedov	5 m
<b>M.</b> Approval of CEO Metrics, Evaluation Measures, and Contract Renewal	Vote	M.Muhammedov	10 m
<b>V. Information/Discussion Items</b>			<b>8:57 PM</b>
<b>A.</b> Progress on Meeting Local Performance Indicators on the CA School Dashboard	Discuss	D.Yilmaz	15 m
<b>B.</b> Academic Update	Discuss	E.Acar	10 m
<b>VI. Closing Items</b>			<b>9:22 PM</b>
<b>A.</b> Adjourn Meeting	Vote		1 m

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - April 15, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> 15, 2021	F. Approval of Minutes from MPS Regular Board Meeting - April
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on April 15, 2021



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday April 15, 2021 at 5:30 PM

**Location**

<https://zoom.us/j/91503816997?pwd=OHIEOXZnRm91TTR4ZHR5MkNJdG01Zz09>

**Meeting ID:** 915 0381 6997      **Passcode:** 637402

**One tap mobile:** +16699009128,,91503816997# US (San Jose)

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**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

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**Directors Present**

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

**Directors Absent**

S. Dikbas

**Directors who arrived after the meeting opened**

H. Beliak

**Directors who left before the meeting adjourned**

D. Gonzalez, S. Covarrubias

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## I. Opening Items

### A. Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Apr 15, 2021 at 5:40 PM.

### B. Record Attendance and Guests

Refer to attendance information reported above.

### C. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

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

#### Roll Call

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

### D. Public Comments

No public comments were given at this time.

### E. Approval of Minutes from MPS Board of Directors Retreat- February 21, 2021

D. Gonzalez made a motion to approve the minutes from Board of Directors Retreat on 02-21-21.

U. Yapanel seconded the motion.

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

#### Roll Call

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

### F. Approval of Minutes from Regular MPS Board Meeting- March 11, 2021

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 03-11-21.

U. Yapanel seconded the motion.

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

#### Roll Call

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

### G. Announcements from CEO & Superintendent

H. Beliak arrived at 5:45 PM.

A.Rubalcava, CEO & Superintendent, announced the reopening of Magnolia Science Academy (MSA) schools. A video was showcased to the public and the Board of a ABC7 news report highlighting MSA-7 reopening. He thanked students, staff and families. Principals expressed their excitement and thanked their teachers and staff. Board Members also expressed the same sentiment. H.Beliak, Board Chair, announced the passing of a former Board Members daughter and expressed his condolences for the family.

## II. Closed Session

### A. Public Announcement Of Closed Session

H. Beliak announced that the Board would be going into Closed Session to discuss anticipated litigation, Public Employee Performance Evaluation and Public Employment and would report out any actions taken.

### B. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent

This item was discussed in Closed Session.

### C. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))

This item was discussed in Closed Session.

### D. Public Employment (§ 54957)

This item was discussed in Closed Session.

### E. Report Out Of Closed Session

S. Covarrubias left at 8:15 PM.

H. Beliak announced in Open Session at 8:15pm that board directed staff on several items.

## III. Action Items

### A. Approval of Revisions to the English Learner (EL) Master Plan

K.Mann, ELA & EL Programs Coordinator, presented the revisions to the EL Master plan. The revisions came from the North West Evaluation Association (NWEA) releasing an updated linking study on March 2021 using the 2019 Smarter Balanced Assessment Consortium (SBAC). With the new measures, the EL Master Plan was revised to reflect the new Measures of Academic Progress Assessment (MAP) reading scores which will be required in order for EL students to meet reclassification. This was brought to the Board for approval ahead of the Spring MAP administrations, so that EL students can be fairly assessed and can make progress toward reclassification as early as possible. Staff addressed Board Members questions and staff is looking at measures to see the impacts of learning loss due to the COVID-19 pandemic.

H. Beliak made a motion to approve the updated English Learner (EL) Master Plan.

U. Yapanel seconded the motion.

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

#### Roll Call

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

**Roll Call**

D. Gonzalez      Aye

**B. Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum**

D.Hajmeirza, presented the updated health and safety policy and IIPP COVID-19 addendum based on the recent guidance from the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH) and other county public health officials. The policy was provided and reviewed by legal counsel to reflect the recent guidance. Updates to the health and safety policy include campus screening logistics. Updates from the IIPP COVID-19 addendum include identification and inspection of COVID-19 hazards and investigating COVID-19 cases.

D. Gonzalez made a motion to approve the updated Injury and Illness Prevention Program (“IIPP”) COVID-19 addendum alongside the updated MPS Health & Safety Policy.

U. Yapanel seconded the motion.

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

**Roll Call**

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

**C. Approval of Revised 2020-21 Magnolia Public Schools Hybrid Reopening Plans**

E.Acar, Chief Academic Officer, presented the updated reopening plans which reflect the updated schools reopening dates for in-person instruction. Staff addressed and clarified all Board Members questions.

U. Yapanel made a motion to approve Magnolia Public Schools to reopen in-person in compliance with health and safety orders, community expectations and corresponding law and regulations with the following revised dates: MSA-2: April 27, 2021 MSA-3: April 27, 2021 MSA-4: April 27, 2021 MSA-5: April 27, 2021 MSA-8: April 27, 2021.

H. Beliak seconded the motion.

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

**Roll Call**

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

**IV. Discussion/Information Items**

**A. 2020-21 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform Local Control & Accountability Plan (LCAP)**

D.Yilmaz, Chief Accountability Officer, presented the annual survey given to students, parents and staff to improve stakeholders' school experience. This is part of the MPS LCAP development process. The survey had questions on topics: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, Safety, and Sense of Belonging. Additional questions added were overall satisfaction, what they liked best/least and what suggestions they

might have. D.Yilmaz detailed the responses and presented the schools participation and responses. Principals shared their reflections on the survey. Next step is for school leaders to share their survey reflections with their stakeholders.

**B. State of Special Education (SPED)/ Dually Identified/ Section 504**

E.Acar, Chief Academic Officer, updated the Board on the state of Special Education and its progresses alongside A.Callaham, Director of Special Education & Support Services. The detailed presentation included progress in student achievement and development. A.Callaham, detailed the students with disabilities numbers, SPED services budget, their performance in ELA, state tests, and math, and highlighted the instructional framework of universal design for learning. They also provided projections and expected outcomes for the GATE Program. D. Gonzalez left at 9:39 PM.

**C. Discussion Regarding the Creation of the MPS Development Committee**

Will be brought at the next scheduled Board Meeting.

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:40 PM.

Respectfully Submitted,  
H. Beliak

## Cover Sheet

### Approval of Minutes from MPS Special Board Meeting - May 6, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b>	G. Approval of Minutes from MPS Special Board Meeting - May 6, 2021
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on May 6, 2021



## Magnolia Public Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Thursday May 6, 2021 at 6:00 PM

**Location**

<https://zoom.us/j/91461083750?pwd=c1IOTUtycFVVNmJDSW1iNFJ2MzBJZz09>

**Meeting ID:** 914 6108 3750

**Passcode:** 459365

**One tap mobile:** +16699009128,,91461083750# US (San Jose)

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**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

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**Directors Present**

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

**Directors Absent**

D. Gonzalez, S. Covarrubias

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**I. Opening Items**

**A. Call the Meeting to Order**

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday May 6, 2021 at 6:05 PM.

**B. Record Attendance and Guests**

Refer to attendance information reported above.

**C. Approval of Agenda**

H. Beliak made a motion to approve the agenda as presented.

U. Yapanel seconded the motion.

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

**Roll Call**

S. Covarrubias Absent

D. Gonzalez Absent

M. Muhammedov Aye

H. Beliak Aye

U. Yapanel Aye

S. Dikbas Aye

**D. Public Comments**

M.Sayin, Dean of Academics at MSA-SA, informed the Board that of a Congressional Gold Medal awarded to a member of their staff. Board and staff expressed their congratulations for this award.

**E. Announcements from CEO & Superintendent and Board Members**

A.Rubalcava, CEO & Superintendent, thanked the teachers and staff for Teacher Appreciation Week, Staff Appreciation Week and Principal Appreciation Week and congratulated the rewarded Congressional Gold Medal.

**II. Action Items**

**A. Approval of COVID-19 Discretionary Bonuses for MPS Employees**

D.Hajmeirza, Director of Human Resources, presented to the Board the one-time COVID-19 discretionary bonuses for eligible employees. This was intended to support employee satisfaction and retention and to appreciate the tremendous work staff had dedicated in serving students and families during a difficult year due to the COVID-19 pandemic. This also aided in compensating employees during a school year where salary increases were not provided due to a pause placed on the pay raise scale during the time when decreases in school funding was expected. The funding became available through the In-Person Instruction (IPI) funding that the schools would receive. The report included a table that presented the breakdown of allocation per school site. The Resolution attached on the report detailed the bonuses amount criteria in four categories. The Resolution was reviewed by legal counsel. Teachers from MSA-Santa Ana made public comments and expressed their support for considering this. Staff addressed all Board Members questions.

S. Dikbas made a motion to approve the one-time COVID-19 Discretionary Cash Bonus Resolution for all eligible MPS employees including administrative, classified, and certificated staff.

U. Yapanel seconded the motion.

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

**Roll Call**

D. Gonzalez Absent

U. Yapanel Aye

M. Muhammedov Aye

S. Dikbas Aye

S. Covarrubias Absent

H. Beliak Aye

### **III. Closed Session**

#### **A. Public Announcement Of Closed Session**

H. Beliak announced that the Board would be going into Closed Session to discuss anticipated initiation of litigation and public employee performance evaluation and would report out any actions taken.

#### **B. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))**

This item was discussed in Closed Session.

#### **C. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent**

This item was discussed in Closed Session.

#### **D. Report Out Of Closed Session**

H. Beliak announced in Open Session at 7:06pm that board directed staff on several items.

### **IV. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:06 PM.

Respectfully Submitted,  
H. Beliak

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - May 13, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b>	H. Approval of Minutes from MPS Regular Board Meeting - May 13, 2021
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on May 13, 2021



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday May 13, 2021 at 6:00 PM

**Location**

<https://zoom.us/j/98444956149?pwd=RlhLTm93aG5abUNJVHJOOTBHSVBKUT09>

**Meeting ID:** 984 4495 6149    **Passcode:** 145037

**One tap mobile:** +16699009128,,98444956149# US (San Jose)

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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

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**Directors Present**

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

**Directors Absent**

S. Dikbas

**Directors who arrived after the meeting opened**

U. Yapanel

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**I. Opening Items**

**A. Call the Meeting to Order**

H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Thursday May 13, 2021 at 6:05 PM.

**B. Record Attendance and Guests**

Refer to attendance information reported above.

**C. Approval of Agenda**

H. Beliak made a motion to approve the agenda as presented.

D. Gonzalez seconded the motion.

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

**Roll Call**

U. Yapanel Absent

M. Muhammedov Aye

H. Beliak Aye

S. Dikbas Absent

S. Covarrubias Aye

D. Gonzalez Aye

**D. Public Comments**

Pio Pico Middle School teachers and staff gave their remarks concerning MPS moving to their campus.

**E. Approval of Minutes from MPS Special Board Meeting- March 18, 2021**

U. Yapanel arrived at 6:15 PM.

H. Beliak made a motion to approve the minutes from Special Board Meeting on 03-18-21.

S. Covarrubias seconded the motion.

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

**Roll Call**

S. Dikbas Absent

M. Muhammedov Aye

D. Gonzalez Aye

H. Beliak Aye

S. Covarrubias Aye

U. Yapanel Aye

**F. Approval of Minutes from Regular MPS Board Meeting- March 29, 2021**

H. Beliak made a motion to approve the minutes from Regular Board Meeting on 03-29-21.

S. Covarrubias seconded the motion.

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

**Roll Call**

S. Covarrubias Aye

M. Muhammedov Aye

S. Dikbas Absent

H. Beliak Aye

U. Yapanel Aye

D. Gonzalez Aye

**G. Approval of Minutes from MPS Special Board Meeting- April 9, 2021**

H. Beliak made a motion to approve the minutes from Special Board Meeting on 04-09-21.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**H. Approval of Minutes from MPS Special Board Meeting- April 22, 2021**

H. Beliak made a motion to approve the minutes from Special Board Meeting on 04-22-21.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**I. Approval of Minutes from MPS Special Board Meeting- April 29, 2021**

H. Beliak made a motion to approve the minutes from Special Board Meeting on 04-29-21.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**J. Announcements from CEO & Superintendent and Board Members**

H. Beliak, Board Chair, recognized the observance of Ramadan. He also extended best wishes to Pio Pico teachers and staff who made public comments and to MPS staff for their continued work. U. Yapanel, Board Vice-Chair, shared his experience in observing Ramadan.

**II. Action Items**

**A. Approval of College and Career Access Pathways Partnership (CCAP) Agreement between Magnolia Public Schools and Los Angeles Valley College**

E. Acar, Chief Academic Officer, presented the agreement to move forward in partnership with Los Angeles Valley College (LAVC). AB 288, gives the opportunity for Community Colleges to partner with High Schools and establish college and career pathways to give students the path of an easier transition to colleges. Z. Ocel, Principal at MSA-3, shared his experience regarding the benefits this would have for his students whom are 9-12th graders. Students do not pay for these classes and credits that will be earned are towards them receiving their Associates/Bachelors Degree. The agreement was reviewed by P. Ontiveros, General Counsel & Director of Facilities. The list of classes given to the students,

and presented in this report, were based on a survey sent to students to address their needs. Board Members questions were addressed by MPS staff.

H. Beliak made a motion to authorize the College and Career Access Pathways Partnership Agreement between Magnolia Public Schools and Los Angeles Valley College.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**B. Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum**

D.Hajmeirza, Director of Human Resources, brought to the Board the updated Health and Safety Policy and IIPP COVID-19 addendum. The updates were received by the state and county who provided the guidelines. She reported all up-to-date updates which included MSA-1,6 & 7 following CDPH testing cadence guidance which recommended symptomatic and response testing only for students and employees; and the school reserving the right to request proof of vaccination for COVID-19 before allowing the individual in campus. There is no mandate to require personnel to get the vaccination. Board Members requested staff to follow-up with the health and safety officials to address their questions and get more clarification.

H. Beliak made a motion to approve the updated MPS Health & Safety Policy and the updated Injury and Illness Prevention Program (IIPP) COVID-19 addendum.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

**C. Creation of the MPS Development and Stakeholder Committee**

D. Gonzalez, Stakeholder Committee Chair, reported out of the Stakeholder Committee from earlier this week. She reported combining philanthropic efforts to the Stakeholder Committee by adding the Developmental piece as part of the committees core functions. As presented in the report, it discussed the functions of the committee. Moving forward the committee will work with the whole Board regarding fundraising efforts for MPS and lead the charge alongside staff.

S. Covarrubias made a motion to approve the creation of the new "Development & Stakeholder Committee," a revised version of the Stakeholders and Community Engagement Committee that will now include development as a key function. The committee members would remain the same. They include Dr. Umit Yapanel, Ms. Diane Gonzalez-current chair, Ms. Sandra Covarrubias, and Mekan Muhammedov as the alternate. The revised committee would support major areas of the MPS Home Office - Development and Communications Department including development, communications, stakeholder surveys, advocacy, and parent and community engagement in addition to personnel items.

U. Yapanel seconded the motion.

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

**Roll Call**

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

**III. Closed Session**

**A. Public Announcement Of Closed Session**

H. Beliak announced that the Board will be going into Closed Session to discuss public employee performance evaluation and anticipated initiation of litigation and would report out any actions taken.

**B. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))**

This item was discussed in Closed Session.

**C. Report Out Of Closed Session**

H. Beliak announced in Open Session at 7:18pm that board directed staff on several items.

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:18 PM.

Respectfully Submitted,  
H. Beliak

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - May 27, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> 27, 2021	I. Approval of Minutes from MPS Regular Board Meeting - May
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on May 27, 2021

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday May 27, 2021 at 6:00 PM

**Location**

<https://zoom.us/j/97703296079?pwd=SkFXdTd6c2FsUE1EN3VVUmNCdGt4Zz09>

**Meeting ID:** 977 0329 6079    **Passcode:** 989307

**One tap mobile:** +16699009128,,97703296079# US (San Jose)

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**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

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**Directors Present**

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

**Directors Absent**

*None*

**Directors who arrived after the meeting opened**

H. Beliak

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**I. Opening Items**

**A. Call the Meeting to Order**

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday May 27, 2021 at 6:05 PM.

**B. Record Attendance and Guests**

Refer to attendance information reported above.

**C. Approval of Agenda**

H. Beliak arrived at 6:07 PM.

H. Beliak made a motion to approve the amended agenda with the removal of Action Item II A & II D.

D. Gonzalez seconded the motion.

A. Rubalcava, CEO & Superintendent, gave context regarding the tabling of both items and will be brought to the Board at a later Board Meeting. The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**D. Public Comments**

A. Roberson, Basketball Coach at MSA-Santa Ana, thanked the school for the work being done with the Power Of One Foundation and the No One Left Behind Partnership which has positively impacted the community and students during the COVID-19 pandemic. He expressed hosting a possible basketball tournament in the future as an event for all MPS. S. Keskinurk, Principal at MSA-Santa Ana, also expressed his appreciation for MPS staff, Board members and his staff.

**E. Announcements from CEO & Superintendent and Board Members**

A. Rubalcava, elaborated on continuing the great work as stated in the public comments. He also publicly recognized staff and the community from MSA-San Diego for being recognized as a 2020 California Distinguished School from the California Department of Education. G. Serce, Principal at MSA-San Diego, shared pictures of the event the school created to recognize their staff and shared pictures of the virtual event held to celebrate all schools who were also recognized as California Distinguished Schools. S. Covarrubias, Board Member, made a request to bring back the updated health and safety policy and IIPP COVID-19 addendum that was approved on May 13, 2021 for a continued discussion with the Board and public. This item will not go for a re-vote.

**II. Action Items**

**A. 2021-22 Pay Raise Scales for Teachers, Non Classroom Based Academic Personnel and School Leaders**

This item was tabled during the Approval of Agenda.

**B. Approval of Expanded Learning Opportunity Grant Plans**

E. Acar, Chief Academic Officer, presented the Expanded Learning Opportunity Grant Plans for all Magnolia Science Academy schools (MSA1-8, MSA-Santa Ana & MSA-San Diego). The one time funding was granted as part of AB 86 COVID-19 relief package, where the funding will be used to provide supplemental instruction

and support that would benefit disadvantaged pupil groups who have faced adverse learning and social-emotional circumstances as a result of the COVID-19 pandemic. The funds will be expended by August 21, 2022. He provided context regarding how the funds will be used given the purposes that are allowable. A few Principals presented their ELOG plans. Staff addressed questions from the Board Members.

U. Yapanel made a motion to approve the Expanded Learning Opportunities Grant Plans for all Magnolia Public Schools.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**C. Approval of 2021-22 School Calendars for all MPS**

E.Acar, Chief Academic Officer, presented the 2021-22 MPS School Academic Calendars for all Magnolia Science Academy Schools. Different from previous years, due to the COVID-19 pandemic, in order to address learning loss, many charter schools and districts have considered extending the 2021-22 school year. MPS staff surveyed stakeholders-parents and teachers-with three options of the calendars for feedback. E.Acar presented the results of the surveys and projected the calendars based on the survey results. The results indicated the number of instructional days: MSA1-8, 185 instructional days; MSA-Santa Ana, 180 instructional days; MSA-San Diego, 180 instructional days. Salary compensations would be incorporated to address the extra five days, a estimated cost was presented in the report. Staff addressed all questions made by the Board Members.

D. Gonzalez made a motion to approve the 2021-22 School Calendars for all Magnolia Public Schools (MPS).

S. Dikbas seconded the motion.

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

**Roll Call**

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

**D. 2021-22 Uniform RFP Winning Bid Selection**

This item was tabled during the Approval of Agenda.

**E. Approval of College and Career Access Pathways Partnership (CCAP) Agreement between Magnolia Public Schools and Los Angeles Valley College**

E.Acar, Chief Academic Officer, presented the agreement to move forward in partnership with Los Angeles Valley College (LAVC). AB 288, gives the opportunity for Community Colleges to partner with High Schools and establish college and career pathways to give students the path of an easier transition to colleges. Students do not pay for these classes and credits that will be earned are towards them receiving their Associates Degree. M.Avsar, Principal at MSA-4, elaborated that expanding these opportunities will allow students to take college

courses throughout their high school career. Staff addressed all Board Members questions.

S. Covarrubias made a motion to authorize the College and Career Access Pathways Partnership Agreement between Magnolia Public Schools and Los Angeles Valley College.

U. Yapanel seconded the motion.

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

**Roll Call**

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

**III. Closed Session**

**A. Public Announcement Of Closed Session**

H. Beliak announced that the Board will be going into Closed Session to discuss anticipated initiation of litigation, public employment and public employee performance evaluation for the CEO and would report out any actions taken.

**B. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))**

This item was discussed in Closed Session.

**C. Public Employment (§ 54957)**

This item was discussed in Closed Session.

**D. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent**

This item was discussed in Closed Session.

**E. Report Out Of Closed Session**

H. Beliak announced in Open Session at 8:09pm that board directed staff on several items.

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:09 PM.

Respectfully Submitted,  
H. Beliak

## Cover Sheet

### Approval of Minutes from MPS Special Board Meeting - June 3, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b>	J. Approval of Minutes from MPS Special Board Meeting - June 3, 2021
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Special Board Meeting on June 3, 2021



## Magnolia Public Schools

### Minutes

#### Special Board Meeting

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**Date and Time**

Thursday June 3, 2021 at 7:00 PM

**Location**

<https://zoom.us/j/94847272601?pwd=b2tKalBidncyA1dDYUszdnFBY3RKUT09>

**Meeting ID:** 948 4727 2601      **Passcode:** 310799

**One tap mobile:** +16699009128,,94847272601# US (San Jose)

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**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

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**Directors Present**

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

**Directors Absent**

H. Beliak

**Directors who left before the meeting adjourned**

U. Yapanel

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**I. Opening Items**

**A. Call the Meeting to Order**

D. Gonzalez called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jun 3, 2021 at 7:09 PM.

**B. Record Attendance and Guests**

Refer to attendance information reported above.

**C. Approval of Agenda**

S. Covarrubias made a motion to approve the agenda as presented.

U. Yapanel seconded the motion.

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

**Roll Call**

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

**D. Public Comments**

No public comments were given at this time.

**E. Announcements from CEO & Superintendent and Board Members**

A.Rubalcava, CEO & Superintendent, announced the anticipated graduations that are coming up. Staff will share with the Board the graduation information for them to join and show support to the graduating students.

**II. Action Items**

**A. Approval of 2021-22 Non-Discretionary Bonus for MSA 1-8**

D.Hajmeirza, Director of Human Resources, presented the resolution for learning loss mitigation bonuses for the end of the 2021-22 school year for Los Angeles MPS schools, MSA1-8. On May 27, 2021 the Board approved the 2021-22 MPS School Calendar which included five added instructional days for MSA1-8 schools. Due to those extended days, staff presented the learning loss mitigation one-time discretionary bonuses. She explained the eligibility for the bonuses as highlighted in the the report and it was reviewed by legal counsel. A.Rubalcava, CEO & Superintendent and E.Acar, Chief Academic Officer, expanded on the areas of focus with the money being received for the benefit of students and staff. MSA-Santa Ana and MSA-San Diego opted from extending their school year and will use their Expanded Learning Opportunities Grant for other services such as Saturday and Summer school. Staff addressed all questions from the Board Members.

M. Muhammedov made a motion to approve the board resolution for Learning Loss Mitigation Bonuses at the end of the 2021-2022 school year for employees of MPS Schools in the City of Los Angeles (Magnolia Science Academy- 1 through 8).

U. Yapanel seconded the motion.

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

**Roll Call**

S. Dikbas	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
H. Beliak	Absent

**Roll Call**

M. Muhammedov Aye  
S. Covarrubias Aye

**B. 2021-22 Pay Raise Scales for Teachers, Non Classroom Based Academic Personnel and School Leaders**

A.Rubalcava, CEO & Superintendent, went over the impact COVID-19 pandemic had on the salary scales. Due to the uncertainty as the pandemic began, there was a freeze in the base pay, the year of experience and the performance pay. Finance team and staff had brought the pay scales originally to the Development & Stakeholder Committee on May 19, 2021, since that day MPS staff updated the changes due to a deeper budget analysis. Staff went over the the new proposals of the 2021-22 pay raise scale for teachers, NCBA positions and school leaders for all Magnolia Science Academy schools as presented in the report. The pay scale revisions have been reviewed by MPS legal counsel. Staff went over the enrollment projection impacts because of the COVID-19 pandemic and highlighted the budget impact of the salary increases for teachers, NCBA and school leaders. Staff is awaiting budget clarification from the Governor and legislature by June 15, 2021. S.Orazov, Chief Financial Officer provided further context on STRS/PERS and LCFF and explained the delay in the budget process to the Board Members. Staff addressed all questions from the Board Members.

S. Covarrubias made a motion to approve the 2021-22 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions and School Leaders.

S. Dikbas seconded the motion.

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

**Roll Call**

M. Muhammedov Aye  
S. Covarrubias Aye  
S. Dikbas Aye  
U. Yapanel No  
D. Gonzalez Aye  
H. Beliak Absent

**C. MPS School Site Classified Employees Pay Raise Schedule for 2021-22**

U. Yapanel left at 8:17 PM.

D.Gonzalez, Development & Stakeholder Committee Chair, reported out of the committee meeting regarding the discussion of the classified employees pay raise schedule. The Committee decided to move forward and approve the recommendation of approval to the full Board. D. Hajmeirza, Director of Human Resources, made a correction to the report to include on the job titles, Director of Outreach and Community Engagement. Staff addressed questions from the Board Members.

S. Covarrubias made a motion to approve the 2021-22 classified employees salary pay raise schedule.

D. Gonzalez seconded the motion.

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

**Roll Call**

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

**III. Closed Session**

**A. Public Announcement Of Closed Session**

D. Gonzalez, Board Member, announced that the Board will be going into Closed Session to discuss public employment and would report out any actions taken.

**B. Public Employment (§ 54957)**

This item was discussed in Closed Session.

**C. Report Out Of Closed Session**

D. Gonzalez, Board Member, announced in Open Session at 8:48pm that board took no action and will discuss this matter further in the next meeting.

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:49 PM.

Respectfully Submitted,  
D. Gonzalez

## Cover Sheet

### Approval of Minutes from MPS Regular Board Meeting - June 10, 2021

<b>Section:</b>	I. Opening Items
<b>Item:</b> June 10, 2021	K. Approval of Minutes from MPS Regular Board Meeting -
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on June 10, 2021



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

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**Date and Time**

Thursday June 10, 2021 at 6:00 PM

**Location**

<https://zoom.us/j/96079625045?pwd=emRTWFREUkdsWU1XSTI6SWk2M21tUT09>

**Meeting ID:** 960 7962 5045

**Passcode:** 339607

**One tap mobile:** +16699009128,,96079625045# US (San Jose)

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**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

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**Directors Present**

M. Muhammedov (remote), S. Covarrubias (remote), U. Yapanel (remote)

**Directors Absent**

D. Gonzalez, S. Dikbas

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#### I. Opening Items

**A. Call the Meeting to Order**

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jun 10, 2021 at 6:33 PM.

**B. Record Attendance and Guests**

Refer to attendance information reported above.

**C. Approval of Agenda**

M. Muhammedov made a motion to approve the amended agenda with the removal of Action Item IV C.

U. Yapanel seconded the motion.

P.Ontiveros, General Counsel & Facilities Director informed the Board and the public that Action Item IV C was tabled due to staff needing more information on vendor before proceeding with Board approval. The board **VOTED** unanimously to approve the motion.

**Roll Call**

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

**D. Public Comments**

J.Hernandez, Principal at MSA-8, highlighted the drive by graduation held for 8th graders and thanked the staff and Board for their continued support as they end the school year.

**E. Announcements from CEO & Superintendent and Board Members**

U. Yapanel, MPS Vice-Chair announced the resignation of H. Beliak. U. Yapanel will be acting as the Interim Chair of the MPS Board until the next Board Chair and Board Appointments are approved on June 24, 2021. A. Rubalcava, CEO & Superintendent gave remarks regarding the ongoing graduations at the Magnolia Science Academy schools. Staff thanked the work H. Beliak has done throughout his years as part of the MPS Board of Directors.

**II. Closed Session**

**A. Public Announcement Of Closed Session**

U.Yapanel, announced that the Board will be going into Closed Session to discuss public employee performance evaluation and anticipated initiation of litigation and would report out any actions taken.

**B. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))**

This item was discussed in Closed Session

**C. Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent**

This item was discussed in Closed Session

**D. Report Out Of Closed Session**

U. Yapanel announced in Open Session at 7:39pm that board directed staff on several items.

**III. Consent Items**

**A. Approval of 2021-22 MPS Employee Handbook**

D. Hajmeirza, Director of Human Resources, presented the 2021-22 MPS Employee Handbook. MPS Human Resources Department and legal counsel revised the handbook to be compliant with labor codes and regulations. This is part of an annual review to ensure all the most up to date federal and state laws are reflected. Staff addressed questions made by the Board Members. Holiday dates, vacation, sick hours payback. Board members asked if there has been major changes due to the pandemic that might affect the handbook. Staff addressed no major changes besides the addition of telework policies that was already included.

M. Muhammedov made a motion to approve the proposed 2021-22 MPS Employee Handbook as presented with an effective date of July 1, 2021.

U. Yapanel seconded the motion.

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

**Roll Call**

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

#### IV. Action Items

##### A. Approval of Contract for John Buck

P. Ontiveros, General Counsel & Director of Facilities presented the proposed contract of Buck Financial Advisors LLC. MPS staff anticipates multiple facilities projects and the services of a financing advisor would be advantageous to assist in those projects for the purposes of providing financial advisory services. MPS worked exclusively with Hamlin, and staff believes it is in the best interest to have someone with financing background to advise and steer in the direction of financing most favorable to the organization. Staff spoke to multiple parties before coming to the conclusion of of Buck Financial Services. They provide financial services to different charter school operators in California. P. Ontiveros went over the contract and added that the contract can be terminated at any time. Staff addressed all Board Members questions.

U. Yapanel made a motion to approve 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 in the report, be approved with such final edits as Staff may deem advisable and in the best interests of MPS.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

##### B. Approval of IXL Agreement for all Magnolia Science Academy Schools

E. Acar, MPS Chief Academic Officer, presented the IXL program a software based curriculum which is a comprehensive TK-12 curriculum which gives students and teachers real time diagnostics and personalized guidance to provide analytics and personalized guidance for student instruction. The program is intended to address the different levels and needs of students which have been exasperated by the COVID-19 pandemic. This program has been used by MSA-1 & MSA-6 which has received positive outcomes and feedback. MPS staff sought

to utilize the program to provide personalized learning, and skill building to accelerate learning in ELA, Math, Science, and Social Studies to address those concerns. This program was presented to the stakeholders. An overview of IXL program was further elaborated by T. Lewin, Director of Math Programs and K. Mann, Coordinator of EL/ELD Programs. An implementation plan and training will be provided for teachers and administrators to ensure the success of this program. The Extended Learning Opportunities Grant and other funding sources will be appropriately budgeted in all school budgets for this program. Staff addressed all Board Members questions.

U. Yapanel made a motion to approve the IXL program for all schools.

M. Muhammedov seconded the motion.

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

**Roll Call**

D. Gonzalez Absent

M. Muhammedov Aye

S. Covarrubias Aye

S. Dikbas Absent

U. Yapanel Aye

**C. Approval of MSA-Santa Ana Street Signage Installation**

This item was tabled during the Approval of Agenda.

**D. Approval of MSA-Santa Ana Workstation Purchase RFP Award**

S. Keskindurk, Principal at MSA-Santa Ana presented the RFP for the purchase of new iMac desktops for the school's teachers and school administrators. He informed that the purchase is needed to replace outdated desktops which have become too obsolete for teachers to utilize and issues arise which impact learning time. An RFP for the iMac purchase was provided. ESSER I funds will be used for the purchase to improve teaching and learning quality.

U. Yapanel made a motion to approve the purchase of 50 iMacs for Magnolia Science Academy-Santa Ana.

M. Muhammedov seconded the motion.

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

**Roll Call**

M. Muhammedov Aye

S. Dikbas Absent

D. Gonzalez Absent

S. Covarrubias Aye

U. Yapanel Aye

**V. Information/Discussion Items**

**A. Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS**

Public Hearing for the Local Control and Accountability Plans (LCAP) were presented and opened to the public and Board Members. D. Yilmaz, Chief Accountability Officer, provided background that the public hearings purpose is to provide stakeholders access to the draft LCAP and for them to provide feedback. LCAP is intended to be a comprehensive planning tool which describes many variables such as school-wide goals, expected progress on those goals, expenditures in meeting those goals and process to involve stakeholders in developing, reviewing and supporting the implementation of LCAP. Adaptive Insights will also be utilized in creating a report for LCAP. M. Sahin, Principal at MSA-1 and J. Hernandez, Principal at MSA-8, gave updates on their schools LCAP process. LCAP will be taken to the full Board for approval on June 24, 2021. No public comments were made.

**B. Public Hearing for the 2021-22 Budgets for All MPS**

2021-2022 budget was presented and opened to the stakeholders and Board Members for feedback. On June 7, 2021 the Draft Budget was taken to the Finance Committee Meeting. MPS staff is finalizing the final budget once staff receives any guidance from from the Governors Office on June 15, 2021 which might impact the final budget as well as any stakeholder feedback. The finalized budget will go to the full Board for approval on June 24, 2021. S. Orazov, MPS Chief Financial Officer, presented the budgets for all school sites and the MPS Home Office. The figures also showed the one-time funding that was part of the CARES Act and AB86. Internal processes were implemented to ensure the funding is used appropriately. Any changes that may arise will be reflected accordingly on the final Budget. No public comments were made. Board requested a plan to improve enrollment systems at the school sites and to review the Budget earlier. A budgeting timeline was created early May but because of the additional funding it made it difficult to make the Budget earlier.

**C. Creating a Standard of Care for Mental Health and Wellness Across MPS**

Dr. B. Lopez, MPS Director of Student Services, addressed MPS ongoing efforts in creating a standard of care across Magnolia Public Schools related to mental health and wellness resources and support for stakeholders. She presented a breakdown of the data collected, reflections and recommendations to continue to inform a standard of care for mental health and wellness. The Academic team along with school site leaders developed a survey to learn more on the social emotional learning from all stakeholders during the COVID-19 pandemic.

**D. Academic Updates**

E. Acar, Chief Academic Officer, K. Mann, ELA & EL Program Coordinator, T. Lewin, Director of Math Programs, and B. Lopez, Director of Student Services provided academic updates. It included; transition to in-person (hybrid) instruction, new programs and initiatives, professional development plans, COVID-19 funding for academic programs, student achievement data and progress, updates from every individual Academic Team member including Special Education and support services, TeachFX program and the Magnet program and MSA-2.

**E. Discussion on MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum**

D. Hajmeirza, MPS Director of Human Resources, addressed the concerns that Board Members had on the MPS Health and Safety Policy IIPP COVID-19 Addendum that was approved on May 13, 2021. The request was made from the Board to bring this item for further discussion and clarification on the May 27, 2021 Board Meeting. To address the concerns of the Board, MPS staff reached out to Los Angeles County Department of Public Health and CalOSHA to verify information stated in the policy. D. Hajmeirza presented the responses given in the detailed report.

**VI. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:13 PM.

Respectfully Submitted,  
U. Yapanel

# Cover Sheet

## Approval of 2021-22 Fiscal Policy Manual

<b>Section:</b>	III. Consent Items
<b>Item:</b>	A. Approval of 2021-22 Fiscal Policy Manual
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Fiscal Policies and Procedures Manual FY 2021-22.pdf



Board Agenda Item #	III A: Consent Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	Approval of Fiscal Policies and Procedures Manual FY 2021-22

### Proposed Board Motion

I move that the board approve the attached fiscal policies and procedures manual of Magnolia Public Schools for fiscal year 2021-22.

### Background

As one of conditions of authorization and requirement for renewal application, fiscal policies and procedures must be reviewed and board approved within the last twelve (12) months before submission of renewal application. Our fiscal policies and procedures manual was reviewed and approved by the board on 2/11/2021 and 3/29/2021. The staff is not recommending any revisions at this time. This item is brought to the board as part of the annual review of the fiscal policies and procedures. Below is a summary of all the changes adopted by the board during fiscal year 2020/2021.

- Establish a threshold for Purchase Orders (\$1,000) and exclude any purchase below \$1,000 from Purchase Order requirement.
- Exclude following transactions from the Purchase Order system - Compensation related expenses (salaries and benefits), building leases and debt service payments, other leased equipment, utilities, contracted services, insurance, legal expenses.
- G&A118 BUDGETING – Add Controller and the Senior Financial Analyst as approvers budget reclassifications for the approved budgeted expenses and various resource codes
- PUR107 BIDDING REQUIREMENTS – Increase the threshold for RFP (Request for Proposal) requirement from \$25,000 to \$50,000.
- PUR107 BIDDING REQUIREMENTS – The RFP requirement doesn't apply to renewal and/or extension of the existing service contracts.
- Procurement and AP authorization limits as follows

<b>Approver</b>	<b>Current limits</b>	<b>Proposed limits</b>
<b>Principal</b>	up to \$5,000	Up to \$5,000
<b>COO</b>	\$5000 and up	\$5000 and up
<b>SFA/Controller</b>	Any amount(review only)	Any amount(review only)
<b>CFO</b>	Any amount	\$10,000 and up
<b>CEO</b>	\$10,000 and up	\$25,000 and up
<b>BOT</b>	\$25,000 and up	\$50,000 and up

### Budget Implications

N/A

1. Exhibits (attachments): Updated fiscal policies reflecting the changes adopted by the board.



**FINANCIAL  
POLICIES AND  
PROCEDURES  
MANUAL  
FY 2021-22**

*Board Approval Date: June 24, 2021*

Accounting Policies, Procedures and Forms

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**List of Referenced Procedures**

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General & Administrative

1. G&A101 Chart Of Accounts
2. G&A102 Files And Records Management
3. G&A103 Travel And Entertainment
4. G&A104 Management Reports
5. G&A105 Period-End Review & Closing
6. G&A106 Controlling Legal Costs
7. G&A107 Taxes And Insurance
8. G&A108 Property Tax Assessments
9. G&A109 Confidential Information Release
10. G&A110 Document Control
11. G&A111 Fax and E-mail Signatures Accepted
12. G&A112 Maintenance Requests
13. G&A113 Electronic Backup of Accounting Information
14. G&A114 Political Intervention
15. G&A115 Accrued Liabilities
16. G&A116 Notes Payable
17. G&A117 Financial and Tax Reporting
18. G&A118 Budgeting
19. G&A119 Insurance
20. G&A120 Supplies
21. G&A121 School Site Accounting
22. G&A122 Fraud Reporting & Whistleblower
23. G&A123 Conflict of Interest
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25. CSH101 Cash Boxes
26. CSH102 Cash Receipts And Deposits
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29. CSH105 Check Signing Authority
30. CSH106 Check Matters
31. CSH107 Bank Account Reconciliations
32. CSH108 Inter-Account Bank Transfers
33. CSH109 Journal Entries and Reclassification Entries
34. CSH110 Petty Cash Purchases
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**SOP # G&A101 Revision: 1**  
**Effective Date: 9/5/2017**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A101 CHART OF ACCOUNTS**

**Policy:** To facilitate the record keeping process for accounting, all ledger accounts should be assigned a descriptive account title and account number.

**Purpose:** To provide the method for assignment and maintenance of the company's chart of accounts in order to produce meaningful financial data for the Organization.

**Scope:** This procedure applies to all general ledger accounts.

**Responsibilities:** The Chief Financial Officer is responsible for monitoring and approving changes to the company's Chart of Accounts.

**Definition:** Chart of Accounts – A categorized listing of all account titles and numbers being used by an organization to track income, expenses, assets, equity, and liabilities is called a Chart of Accounts.

**Procedure:**

**1.0 DESIGN OF ACCOUNTS**

**1.1** Accounts should have titles and numbers that indicate specific ledger accounts such as Cash in Checking, Furniture and Fixtures, Accounts Payable, etc.

**1.2** In general, the Standardized Account Code Structure (SACS) is followed for the major code segments, including resource function (after 6/30/17), object and location.

**1.3** Sub-divisions should be used to provide additional clarification, as needed. A sub-division among the balance sheet accounts should be designated short term to long term, (i.e. current assets should precede long term assets and current debt should precede long-term debt).

Unassigned number sequences should be left open within each group of accounts to provide for additional accounts, which may be added later.

**1.4** Accounts may be numbered using the SACS format.

**1.5** See Appendix A for guidance regarding SACS format.

**2.1 DESCRIPTION OF ACCOUNTS**

**2.2** Each account should be given a short title description that is brief but will allow the reader to quickly ascertain the purpose of the account.

- 2.3** For training and consistent transaction coding, as well as to help other non-accounting managers understand why something is recorded as it is, each account should be defined. Definitions should be concise and meaningful. The account name should clearly identify what the account is to be used for.

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An example of definitions follows:

**ASSETS**

9121 – Main Operating Account

Includes all cash held in the operating bank account. All withdrawals and deposits are recorded here. The reported balances are supported by a bank reconciliation prepared monthly.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revisions	

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**APPENDIX A**

A copy of the California School Accounting Manual (CSAM) can be found at <http://www.cde.ca.gov/fg/ac/sa/> for guidance regarding SACS format.

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**SOP # G&A102 Revision: 1**  
**Effective Date: 9/5/2017**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A102 FILES AND RECORDS MANAGEMENT**

**Policy:** The Organization will retain records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements.

**Purpose:** To outline the methods for filing, retaining and disposing of business records.

**Scope:** This procedure applies to all business documentation generated by the Organization. However, this does not necessarily cover internal or certain day-to-day business correspondence.

**Responsibilities:**

The Finance Staff will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

The Chief Financial Officer is responsible for overseeing the execution of Organization policy for Record Retention, Storage and Destruction of obsolete Organization records.

**Procedure:**

**1.1 FILING SYSTEM**

**1.2** To ensure efficient access, filing centers will be established in each department. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other departmental or Organization records should be filed in the departmental central filing areas.

**1.3** Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems.

**1.4** The following filing guidelines should be adhered to optimize filing efficiency and records access:

- All file cabinets and files should follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.
- File markers or label headings should always be placed at the beginning or front of a file or group of files.
- Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except Human Resources records) to avoid confusion and re-filing in the event of turnover.

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Files should always be filed under the "proper" or Organization names whenever appropriate. In the case of individuals, files should be maintained according to the persons "Last name" then First name and Middle initial.

- Extra care should be used for sensitive or private information. Organization financial data or personnel records that contain performance reviews, salary information, and any health related information should be kept in a secure area with limited access to only those that have a "need to know" such as the Office Manager or the Chief Financial Officer.

## **2.0 RECORD RETENTION AND LONG-TERM STORAGE**

- 2.1** Storage of archived records will be maintained in the locked storage area of the building. Access to this area will be limited to the Chief Financial Officer, officers of the Organization and the Office Manager.
- 2.2** Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be filed electronically.
- 2.3** Files should be stored only in boxes with similar items, dates and retention periods. This will allow easier access and purging of records. A general rule to keep in mind is that it is better to only half-fill a file box than to file dissimilar types of files in the same box.
- 2.4** The Office Manager will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).
- 2.5** Maintain all files for as long as is necessary but only to the extent they serve a useful purpose or satisfy business or legal requirements. G&A102 Ex1 RECORDS RETENTION PERIODS, provides a guide to the typical business life of various documents. The retention periods provided are suggested with federal requirements in mind. Be sure to check with local and state authorities for specific record retention requirements.
- 2.6** Copies of critical records that are vital to the daily operations of the Organization should be kept off site in case of possible disasters. This may include information needed to file insurance claims (assets lists, insurance contacts, policy numbers), financial data for tax purposes (wages paid, income and expenses), contacts lists to inform or restart the business (vendors, customers, investors and employees), and other data that would assist in rebuilding the business (business plans, intellectual property, or proprietary information).

## **3.1 RECORD DESTRUCTION**

- 3.2** Three to six months after each year-end, the Office Manager will proceed with destruction of all files that have exceeded their recognized holding period.

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- 3.3** A listing of file categories to be destroyed will be circulated to all managers thirty days prior to destruction for review and comment. The actual listing of records destroyed will be maintained permanently for future reference.
- 3.4** Destruction of the files will be performed by an independent, outside service for shredding and disposal. Disposal of records into the Organization's general trash service is not allowed.

**References:****A. HEALTH INSURANCE PORTABILITY ACCOUNTABILITY ACT (HIPAA)**

The Standards for Privacy of Individually Identifiable Health Information (the Privacy Rule) creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. As required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Privacy Rule covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrative transactions electronically. Most covered entities (certain health care providers, health plans, and health care clearinghouses) must comply with the Privacy Rule by April 14, 2003. Small health plans have until April 14, 2004 to comply with the Rule.

Note: Employment records maintained by a covered entity in its capacity as an employer are excluded from the definition of protected health information. The modifications do not change the fact that individually identifiable health information created, received, or maintained by a covered entity in its health care capacity is protected health information.

**B. AGE DISCRIMINATION IN EMPLOYMENT ACT (ADEA)**

ADEA applies to employers with 20 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, ADEA compliance suggests keeping basic employee files from one to three years as listed:

- Payrolls or other records (for temporary and permanent positions) for three years.
- Basic employee information such as employees' names, addresses, birth dates, occupations, rates of pay, and weekly compensation for three years.
- Applications and personnel records relating to promotion, demotion, transfer, selection for training, layoff, recall or discharge for one year.
- Job advertisements and postings for three years.
- Copies of employee benefit plans, seniority and merit systems must keep on file for the full period the plan or system is in effect and for at least one year after its termination

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**C. AMERICANS WITH DISABILITIES ACT (ADA)**

ADA applies to employers with 15 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit.

Otherwise, ADA compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or requests for reasonable accommodation for at least 1 year from the making of the record or the personnel action.

**D. CIVIL RIGHTS ACT OF 1964**

Applies to employers with 15 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic non-discrimination compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or any EEO-1 Reports for at least one year from the making of the record or the personnel action. If an employee is involuntarily terminated, his/her personnel records must be retained for one year from the date of termination.

**E. EMPLOYEE RETIREMENT INCOME SECURITY ACT (ERISA)**

The ERISA reporting and disclosure obligations apply to all pension and welfare plans including summary plan descriptions, annual reports, reportable events, and plan termination, unless the Organization plan is exempt under ERISA.

ERISA suggests the Organization should maintain all reports, documents, information, and materials for a minimum of six years in order to disclose and or support all transactions to participants and beneficiaries (and report to certain governmental agencies), as requested or needed.

**F. EMPLOYEE POLYGRAPH PROTECTION ACT**

All polygraph test results and reasons for administering the test should be kept for three years.

**G. EQUAL PAY ACT**

Payroll records including time cards, wage rates, deductions from wages, and records explaining the difference in wage rates between men and women in similar positions should be kept for three years.

**H. EXECUTIVE ORDER 11246**

Applies to federal contractors and requires the preparation of affirmative action plans. Affirmative action plans must be updated annually and retained for two years along with all applications and other personnel records that form the basis of the Organization's employment decisions. Generally, personnel and employment records must be retained for two years.

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### **I. FAIR LABOR STANDARDS ACT (FLSA)**

FLSA applies to employers engaged in or employees who work in interstate commerce and suggests the following records are retained for three years:

- Payroll and other records containing employee's name, birth date, gender, and occupation.
- Employee's beginning of workweek and time employee begins work.
- Regular rate of pay or other basis of payment.
- Hours worked per day and for workweek.
- Daily and weekly straight time earnings.
- Deduction from wages.
- Total wages per pay period.
- Date of payment and the pay period covered.
- For exempt professional, executive and administrative employees, and those employed in outside sales, the employer must maintain records that reflect basis on which wages are paid to permit calculations of the employee's total remuneration.
- In addition, employers must keep for at least two years all records (including wage rates, job evaluations, seniority and merit systems, and collective bargaining agreements) that explain the basis for paying different wages to employees of opposite sexes in the same establishment.

### **J. FAMILY AND MEDICAL LEAVE ACT (FMLA)**

FMLA applies to employers with 50 or more employees within a 75 mile radius and whose employee must have worked for at least one year and accumulated at least 1,250 hours of service with the employer during the previous year. FMLA suggests the following records are retained for 3 years

- Basic employee data including name, address, occupation, rate of pay, terms of compensation, daily and weekly hours worked per pay period, deductions from wages, and total compensation.
- Dates of leave taken by eligible employees.
- For intermittent leave, the hours of leave.
- A copy of employee notices and documents describing policies and practices regarding leave.
- Records of any dispute regarding the designation of leave.

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**K. IMMIGRATION REFORM & CONTROL ACT (IRCA)**

IRCA applies to all employers and requires a signed Form I-9 is retained for three years after the date of hire and at least one year after termination.

**L. OCCUPATIONAL SAFETY & HEALTH ACT (OSHA)**

OSHA applies to employers with 10 or more employees and suggest that the log of occupational injuries and illnesses is retained for five years. All other records should be retained for at least 30 years after employee separation. Other records include:

- Occupational injuries and illnesses.
- The annual summary of injuries and illnesses.
- Medical records and records of exposure to toxic substances.

**M. REHABILITATION ACT OF 1973**

Applies to federal contractors. If a charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic compliance suggests keeping personnel and employment records including requests for accommodation, physical exams, job advertisements and postings, applications, resumes and records regarding hiring, assignments, promotions, demotions, transfers, layoffs, terminations, rates of pay and selection for training for two years (only 1 year if contractor has less than 150 employees or a federal contract of \$150,000 or less). Note: Affirmative action plans also may have to be maintained by the employer

**N. RIGHT TO FINANCIAL PRIVACY ACT**

The act establishes specific procedures and exceptions concerning the release of customer financial records to the federal government. It provides customers of financial institutions with a right to expect that their financial activities will have a reasonable amount of privacy from federal government scrutiny.

**O. GUIDE TO RECORD RETENTION REQUIREMENTS**

A good source of federal retention requirements is the "Guide to Record Retention Requirements" published by the Office of the Federal Register National Archives and Records Administration. It can be purchased from the U.S. Government Printing Office in Washington DC. Additional sources of information include: IRS regulations, state and local government retention requirements or the AICPA (American Institute of Certified Public Accountants) Filing and Record Retention Procedures Guide.

**P. IRS REVENUE PROCEDURE 98-25 RECORDS RETENTION**

The Income Tax Regulations require that, except for farmers and wage-earners, any person subject to income tax, or any person required to file an information

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return with respect to income, must keep such books and records, including inventories, as are sufficient to establish the amount of gross income, deductions, credits, or other matters reported. The books or records required by must be kept available at all times for inspection by authorized internal revenue officers or employees, and must be retained so long as the contents thereof may become material in the administration of any internal revenue law.

Note: Section 6.01 requires taxpayers to maintain and make available documentation of the business processes that (1) create the retained records, (2) modify and maintain its records, (3) satisfy the requirements of section 5.01(2) of the procedure and verify the correctness of the taxpayer's return, and (4) evidence the authenticity and integrity of the taxpayer's records.

Section 6.02 sets forth four elements that the documentation required under section 6.01 must establish: (1) the flow of data through the system, (2) internal controls that ensure accurate processing, (3) internal controls that prevent unauthorized record changes, and (4) charts of account.

Section 6.03 sets forth six specific types of documentation for each retained file: (1) record formats, (2) field definitions, (3) file descriptions, (4) evidence that periodic checks are undertaken to ensure that data remains accessible, (5) evidence that the records reconcile to the taxpayer's books, and (6) evidence that the records reconcile to the taxpayer's return.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revision	

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**G&A102 Ex1 RECORDS RETENTION PERIODS**

Accident reports and claims (settled cases) .....	7 years
Accounts payable ledgers, schedules and trial balances .....	7 years
Accounts receivable ledgers, schedules and trial balances .....	7 years
Assignments .....	3 years
Audit reports of accountants .....	Permanently
Bank reconciliations .....	1 year
Bank statements, cancelled checks, and deposit slips .....	7 years
Bills of lading .....	3 years
Capital stock and bond records .....	Permanently
Cash books .....	Permanently
Cash receipts and disbursements .....	7 years
Chart of accounts .....	Permanently
Checks (cancelled, all other) .....	7 years
Checks (cancelled, for important payments, i.e. taxes, property purchases, special contracts, etc. File checks with the transaction papers) .....	Permanently
Construction documents.....	Permanently
Contracts and leases (expired) .....	7 years
Contracts and leases still in effect.....	Expiration +7 years
Corporate records and minutes .....	Permanently
Correspondence (legal and important matters only) .....	Permanently
Correspondence general .....	3 years
Credit Applications (Consumer) .....	25 Months (after notification)
Credit Applications (Business) .....	1 year (after notification)
Deeds, mortgages, and bills of sale .....	Permanently
Depreciation schedules .....	Permanently
Duplicate deposit slips .....	1 year
Electronic fund transfer documents .....	7 years
Employee personnel records (after termination).....	7 years
Employment applications .....	3 years
Expense analyses and Expense distribution schedules .....	7 years
Expired contracts and notes receivable .....	7 years
Expired purchase contracts .....	7 years
Federal, state and local tax returns .....	Permanently
Financial statements (end-of-year trial balances) .....	Permanently
Fixed asset records and appraisals .....	Permanently
Forms W-4 .....	7 years
Garnishments .....	3 years
General Ledgers (end-of-year trial balances) .....	Permanently
I-9s (after termination) .....	1 year
Insurance records, current accident reports, claims, policies, etc .....	Permanently
Interim and year-end financial statements and trial balances.....	Permanently
Inventories of products, materials, and supplies .....	7 years

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Invoices .....	7 years
Journals .....	Permanently
Licenses.....	Permanently
Loan documents, notes.....	Permanently
Minute books of directors and stockholders, including bylaws and charter ...	Permanently
Monthly trial balances .....	Permanently
Notes receivable ledgers and schedules .....	7 years
OSHA logs .....	5 years
Paid bills and vouchers .....	7 years
Payroll journals .....	7 years
Payroll records and summaries .....	7 years
Payroll reports (federal & state) .....	7 years
Perpetual inventory records .....	7 years
Petty cash vouchers .....	7 years
Physical inventory records .....	7 years
Physical inventory tags .....	7 years
Plant cost ledgers .....	Permanently
Polygraph test results and reasons for test .....	3 years
Property appraisals by outside appraisers .....	Permanently
Property records including costs, depreciation schedules, blueprints, plans ..	Permanently
Property titles and mortgages .....	Permanently
Purchase journals .....	7 years
Purchase orders .....	7 years
Receiving sheets.....	1 year
Requisitions .....	7 years
Sales journals .....	7 years
Sales records .....	7 years
Savings bond registration records of employees .....	7 years
Scrap and salvage records (inventories, sales, etc) .....	7 years
Shipping tickets .....	3 years
Stock and bond certificate (cancelled) .....	1 yr
Stockroom withdrawal forms .....	7 years
Subsidiary ledgers .....	7 years
Tax returns and worksheets, revenue agents' reports and other documents ...	Permanently
Time books/cards .....	7 years
Trade mark registrations .....	Permanently
Uncollectible accounts and write offs .....	7 years
Voucher for payments to vendors, employees, etc. (includes all allowances and reimbursement of employees, officers).....	7 years
Voucher register and schedules .....	7 years
W-4 forms .....	4 years
Workman's comp documents .....	11 years

**SOP # G&A103 Revision: 2**  
**Effective Date: 9/5/2017**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A103 TRAVEL AND ENTERTAINMENT**

**Policy:** All reservations required for business travel and entertainment will be made through the Supervisor or designated staff. Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization's money as carefully and judiciously as they would their own.

The Organization recognizes that employees who travel far from home to represent the Organization's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the Organization will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. The Organization reserves the right to deny reimbursement of expenses that are considered lavish or extravagant.

**Purpose:** To provide guidelines for travel and entertainment expenses as they were actually spent, account for all advances promptly and accurately and to communicate the procedures for reimbursement.

**Scope:** This procedure applies to all departments and individuals who travel or entertain for the Organization.

**Responsibilities:**

Responsible Party: The individual employee and Supervisor When the Supervisor does not make travel arrangements, each employee is responsible for making arrangements needed for business travel.

- The Supervisor may make travel arrangements when requested, provided that arrangements are made at least 15 days in advance.

The Finance Department will receive and review the expense report documentation and Back-office provider process necessary employee reimbursement. (See PUR106, Reimbursements, for more detailed information.)

Procedure:

**1.0 TRAVEL ARRANGEMENTS**

**1.1** All arrangements required for business travel are to be made individually or through the Supervisor. When possible, the Supervisor can solicit better corporate discounts and rates for hotels, airlines, car rental agencies and travel agencies. Employees benefit because they do not have to spend their own time comparing rates and making their own arrangements. If making your own arrangements, the employee must find the best possible travel pricing.

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**1.2** For maximum savings on airfares, this form should always be completed at least 15 days in advance unless an emergency trip is required.

**1.3** It is preferable that all employees travel during non-working hours to maximize efficiency. The Supervisor will make arrangements for the trip as required and will return a travel itinerary and any tickets or reservation forms to the employee.

**1.4** **Cash Advances** - The Organization generally **discourages** cash advances unless special circumstances apply.

If an employee requires a cash advance, a formal request must be made as a check request. The advance request will then be forwarded to accounting for processing upon approval. Travel advance amounts are approved on an as needed basis.

When a cash advance is received, the employee will reduce their expense reimbursement by the amount of the cash advance. In the case where the cash advance exceeds the expenses for the report submitted, the remaining cash must be turned into the Finance Team with the expense report. Amounts owed the Organization cannot be carried forward to future expense reports. Any advance outstanding will be deducted from the employee's paycheck.

**1.5** **Direct Billings** - Direct billings to the Organization from motels, restaurants, etc. are not permitted unless previously authorized.

## **2.0** **EXPENSE GUIDELINES**

**2.1** Air Travel - Airline reservations are based on the following criteria:

- Expediency: Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).
- Cost: Employees will fly coach class unless extenuating circumstances apply.
- Air Carrier: An employee's preferred airline can be utilized as long as expediency and cost factors are equal. In most cases, airfare will be directly billed to the Organization's credit card account.

On occasion, employees may have no alternative but to book their own flight. If this is the case, employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that employees will fly at times that are not always the most convenient for them.

**2.2** Lodging - Lodging arrangements are based on value, convenience for the traveler and according to what is usual and customary Organization guide lines.

Whenever multiple employees are traveling to the same location, employees will be required to share accommodations if possible (i.e. male/male or female/female). Lodging accommodations will then be made for double rooms accordingly. If an employee is accompanied by a non-employee such as family or a friend, and therefore requires

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separate accommodations, the employee will be responsible for payment of any excess lodging accommodations.

- 2.3** Meals - Employees on Organization business will be reimbursed for the actual cost of their meals or the allowable Federal Per Diem rate for the locality (in accordance with the US General Services Administration), whichever is lower.

Officers may include reimbursement of pre-meals under the same guidelines noted above.

See form PUR104 Accounts Payable and Cash Disbursements and PUR106 Reimbursements for additional information regarding Meals.

- 2.4** Car Rentals – When possible, advance arrangements should be made by the Supervisor if a car is required at the destination, otherwise the employee is required to make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment.

**Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.**

- 2.5** Personal Vehicles - An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee and each employee must have valid minimum automobile liability insurance as required by state law.

- 2.6** Telephone - Telephone charges from the hotel are not allowed unless it is an emergency.

- 2.7** Entertainment - Entertainment expenses are not allowed.

- 2.8** Miscellaneous Expenses - Any additional business expenses (including but not limited to Wi-Fi access), that are not categorized above should be pre-approved and listed under miscellaneous expenses, and documented with all pertinent information to substantiate the expense.

- 2.9** Non-Reimbursable Expenses - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel insurance
- Airline or travel lounge clubs
- Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)

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- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services
- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club memberships
- Baby sitter or Pet care fees
- Barbers and Hairdressers

**3.0 EXPENSE REPORT PREPARATION AND REIMBURSEMENT**

- 3.1** All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the current financial system. Reimbursement receipts must be submitted monthly and any receipt that is older than 60 days will be reimbursed at the discretion of the Chief Financial Officer.

All required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system for approval and reimbursement payment process. In order to expedite reimbursement, the employee should ensure that the request is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision	
3	9/12/19	Revision	
4	11/14/19	Revision	Nanie Montijo, CFO

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**SOP # G&A104 Revision: 2**  
**Effective Date: 9/5/2017**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A104 MANAGEMENT REPORTS**

**Policy:** Back-office provider and MPS will prepare summary reports of vital operating statistics for the Organization, including revenues, current debt, operating cash, accounts receivable and projected short-term cash flows. These reports are to be prepared and are to supplement detailed monthly and quarterly financial reports and are to be used for timely "hands-on" management.

**Purpose:** To provide the format and content requirements for preparation of the Financial Reports.

**Scope:** The procedure applies to Back-office provider and the Finance personnel required for preparation of these reports.

**Responsibilities:**

Back-office provider and MPS Finance personnel will be responsible for assuring effective and informative reporting for the Organization.

**Procedure:**

**1.0 PREPARATION GUIDELINES**

**1.1** Financial reports that provide management the necessary information to understand whether the Organization is progressing as planned are prepared monthly or as needed.

**1.2** Back-office provider maintains electronic copies of all reports and analyses.

**2.0 FINANCIAL REPORTS**

**2.1** The Chief Financial Officer should review accounting program financial reports on a regular basis.

**3.0 CASH FLOW REPORT**

**3.1** The Cash Flow Report represents a summary of the cash flowing through the Organization in the near term and identifies any potential shortfall that might occur in the near future before it occurs. The Cash Flow Report should be reviewed at least monthly by the Chief Financial Officer. This report supplements the detailed monthly and quarterly financial statement reports and provides a quick look at the cash performance of the Organization.

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- 3.2 The Cash Flow Report should include projected operating cash balances for each month with estimated cash receipts by major classifications and projected disbursements by major account classifications.
- 3.3 Back-office provider will notify the Chief Financial Officer of any shortfall so that the Organization may determine alternative courses of action to rectify the situation.

**4.0 BUDGET VS. ACTUAL REPORT**

- 4.1 The Budget vs. Actual Report represents a comparison of planned operating expenses to the actual expenses incurred for the period. The objective is to highlight results against plan, percentages and variances and thus provide a basis for management decisions. The Budget vs. Actual Report is prepared and maintained by Back-office provider on a monthly basis.

**5.0 FINANCIAL STATEMENTS**

- 5.1 The Chief Financial Officer, Chief Executive Officer, and the Board of Directors should review the Financial Statements monthly for each board meeting. This report provides one indication of the performance of the Organization.
- 5.2 The Financial Statements typically are comprised of three main parts: The Statement of Financial Position, Statement of Activities, and the Statement of Cash Flows (Statement of Cash Flows quarterly).

The Statement of Financial Position (Balance Sheet) lists all of the Organization's assets (cash, receivables, deposits, inventory, equipment, intellectual property, etc.), liabilities (debt, lease obligations, etc) and net assets. It identifies the assets (which are "the business") and the financiers, or debt and equity holders and the relationship between the two.

The Statement of Activities represents the Organization's operational sources of cash – revenue – or uses – business expenses and is typically divided into operating periods that represent months, quarters or years of operations. It identifies the profitability of the Organization as a function of the accounting decisions.

The Statement of Cash Flows is the difference between the Statement of Financial Position sources and uses of cash and the Statement of Activities sources and uses of cash. This difference assists in identifying the health of the Organization's operations. It identifies whether the Organization is producing cash or consuming cash and at what rate and from what sources.

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- 5.3** The Financial Statements should be produced after the close of the Organization's period (see procedure G&A105 PERIOD-END REVIEW & CLOSING). The final Financial Statements form the basis for the Organization's formal presentations to the Board of Directors, or other stakeholders such as banks, outside agencies, or creditors in accordance with procedure G&A109 CONFIDENTIAL INFORMATION RELEASE.

**References:****FINANCIAL ACCOUNTING STANDARDS BOARD (FASB)**

Since 1973, the Financial Accounting Standards Board (FASB [www.fasb.org](http://www.fasb.org)) has been the designated organization in the private sector for establishing standards of financial accounting and reporting. Those standards govern the preparation of financial reports. They are officially recognized as authoritative by the Securities and Exchange Commission (Financial Reporting Release No. 1, Section 101) and the American Institute of Certified Public Accountants (Rule 203, Rules of Professional Conduct, as amended May 1973 and May 1979).

FASB pronouncements are the primary sources of GAAP.

**GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP)**

A collection of accounting principles. Typically includes the most recent developments of all generally accepted accounting principles (GAAP) as derived or collected from various technical pronouncements. Sources include FASB statements, interpretations, technical bulletins and concepts; American Institute of CPAs (AICPA); Accounting Principles Board opinions, accounting research bulletins, and position statements; and Securities and Exchange (SEC) financial reporting releases.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision of wording/clarification of processes	

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**SOP # G&A105 Revision: 2****Prepared by: Central Office****Effective Date: 9/5/2017****Approved by: BOD****Title: G&A105 PERIOD-END REVIEW & CLOSING**

**Policy:** An orderly, timely and comprehensive review of all general ledger accounts should be performed or directed by the Chief Financial Officer to ensure an accurate representation of the company's financial statements. These practices are aimed at proving that the financial accounts are accurate, and if not, are properly adjusted to make them accurate, prior to closing.

**Purpose:** To provide a general overview of the process to be completed for reviewing the accounting records at year-end or any particular month-end prior to closing.

**Scope:** These practices apply to all accounts. Typically, all financial accounts are reviewed and then closed out as of the company's year-end. Consequently, the procedures that follow are discussed in reference to year-end review. However, a sub-set of these procedures is also applicable to month-end reviews. Month-end procedures are identified near the end of this module.

**Responsibilities:**

Back-office provider is responsible for creating and reviewing all period-end activities to ensure the period-end financial statements accurately reflect the results of the Organization's activities. All general ledger adjustments should be approved by designated Finance team member .

**1.0 CLOSINGS PREPARATIONS**

**1.1** The following procedures would be expected for monthly closings:

- Reconcile all bank accounts
- Print and compare the aged receivables and payables to the general ledger. Make appropriate adjustments to balance the accounts.
- Review all Statement of Financial Position and Statement of Activities accounts for completeness
- Retain all above reports in a monthly summary file.

**2.0 STATEMENT OF FINANCIAL POSITION: ASSETS**

- 2.1 **Cash accounts** - prepare the bank reconciliations for year-end balances per the bank statement to the balance per books for each account. The year-end reconciliation is especially important for preparing the final year-end financial statements to ensure that it is completely accurate.
- Show origination dates and description of each reconciling item. Prepare the necessary journal entries to adjust to the reconciliations. Totals must agree with the general ledger. File all reconciliation reports in the year-end closing file.
- 2.2 **Accounts Receivable** – Print a detailed aged accounts receivable report and reconcile it to the General Ledger. This can be prepared as soon as all accounts receivable are calculated as of year-end. Calculate possible allowances for un-collectible accounts. Adjust prior allowances to calculated amount. Write off any un-locatable differences. Retain a complete copy of the detailed accounts receivable, along with any reconciling adjustments in the year-end closing file.
- 2.3 **Inventory** – Supplies inventory may be small but should be evaluated periodically for cost increases.
- 2.4 **Capital Assets** - Update the detailed schedule of fixed assets with any additions and deletions and reconcile to the general ledger balances.
- 2.5 **Other Assets** - Other assets include utility or real estate deposits, prepaid insurance, advances to employees, and intangibles like store pre-opening costs. These should all be identified and documented. For example, a copy of the initial deposit with the utility company, or a list of the facility pre-opening costs with a schedule showing how much of those costs are to be amortized each year. File copies of these documents in the year-end closing file.

### 3.0 STATEMENT OF FINANCIAL POSITION: LIABILITIES AND NET ASSETS

- 3.1 Liabilities are shown as the amount to be paid in the subsequent period. If in doubt, record the liability.
- 3.2 **Accounts Payable** - Print a detailed aged accounts payable report and reconcile it to the general ledger. This is generally completed 2 to 4 weeks after the year-end to ensure that all vendor invoices relating to services and merchandise purchased have been received and entered.
- Compare all month-end vendor statements to balances per accounts payable and investigate any differences. Consider making adjustments for any significant unrecorded liabilities such as work started prior to year-end, but not yet billed by the supplier. Retain a complete copy of the accounts payable detail, along with any reconciling adjustments, in the year-end closing file.
- 3.3 **Accrued Expenses** - Review accruals for sales tax, payroll, payroll tax, payroll deductions payable, interest expense on short-term borrowings and long-term debt.
- 3.4 **Loan Debt** - Verify recorded accuracy of debt by ensuring the general ledger balances agree to year-end statements from lending institutions. Save all year-end statements in year-end closing file.

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- 3.5 **Contingent Liabilities and Commitments** - Prepare a schedule of any

outstanding litigation and possible losses. Prepare a schedule of all long-term rental agreements with amounts due by year for the next five years. Retain these schedules in the year-end closing file.

**3.6 Net Assets** - Record any changes in the Prior Period Adjustment category but ordinarily this account does not have any transactions directly posted to it.

#### **4.0 STATEMENT OF ACTIVITIES: REVENUE & SUPPORT**

**4.1 Revenue & Support** – Review all program revenue, reimbursement billings, and any other donations.

**4.2** Additionally, the Chief Financial Officer and back-office provider should periodically review revenue trends, cost associated with revenues, variable expenses and fixed expenses. Look for patterns, new trends, seasonal variances, or profitable emerging products that may indicate changes in customer or program behavior.

**4.3** The Chief Financial Officer and back-office provider should analytically review the revenue reports and explain all variances.

#### **5.0 STATEMENT OF ACTIVITIES: EXPENSES**

**5.1** Each expense total should be compared to expense total from the year before (and budgets if applicable). Attempt to explain any unusual variances. Some expense items are directly related to asset or liability accounts and can be reconciled in conjunction with the related Statement of Financial Position account.

**5.2 Program Costs** - A detailed report should be produced of program costs and analyzed in relation to the associated revenues and to prior periods.

**5.3 Payroll** - At year-end, the various payroll expense accounts should agree to total gross payroll per payroll reports. Account for all deductions for W-3 reported to the Social Security Administration, 1099s for vendors, as well as FICA and other taxes reported accordingly.

**5.4 Bad Debt Expense** - Prepare a list of all accounts written off during the year. Note specifically any addition to the allowance for uncollectible accounts.

**5.5 Interest Expense** - Prepare a schedule of interest expense by source. Reconcile amounts to short-term borrowings and long-term debt.

#### **Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify process	

**SOP # G&A106 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A106 CONTROLLING LEGAL COSTS**

**Policy:** The Organization will employ various methods to manage and whenever possible, minimize legal expenses.

**Purpose:** To describe the procedures for managing and controlling associated legal expenses.

**Scope:** This statement applies to all individuals with the responsibility for contracting legal services and/or approving agreements, contracts, or any other legally associated transactions.

**Responsibilities:**

Chief Executive Officer will resolve, negotiate, and examine all legal expenses.

Legal Counsel should provide the estimated costs of legal engagements and the most likely outcome.

**Definition:** Arbitration - is a private, informal process by which all parties agree, in writing, to submit their disputes to one or more impartial persons authorized to resolve the controversy by rendering a final and binding award, which is enforceable in court. It can be used for a wide variety of disputes from commercial transactions to labor grievances.

Declaratory Judgment - is a binding judgment issued by the court that defines the legal relationship between the parties and their rights with respect to the matter before the court. Commonly used in contract disputes (especially useful if no physical agreement exists and or a suit has not been filed yet) to clarify what conduct is permitted or prohibited by the contract or to clarify the contract if necessary.

A declaratory judgment provides the opposing party (defendant) with the opportunity to pick and chose the venue or jurisdiction, and the parties to the litigation. In this manner the opposing party can steal the initiative, direct the litigation, and maximize its chances of winning.

**Procedure:**

**1.0 ARBITRATION**

**1.1** Whenever practical, the Organization should utilize arbitration to resolve disputes. Arbitration can significantly reduce the amount of time and legal fees to resolve a dispute. The major features of arbitration are:

- A written agreement to resolve disputes by the use of impartial arbitration. Such a provision can be inserted into a contract for the resolution of possible

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future disputes, or can be an agreement to submit to arbitration of an existing dispute.

- Under the rules of arbitration, the procedure is relatively simple and informal. Strict rules of evidence do not apply; there is no motion practice or formal discovery; no requirements for transcripts of the proceedings or for written opinions of the arbitrators. The rules are flexible and can be varied by mutual agreement of the parties.
- Impartial and knowledgeable neutrals serve as arbitrators. Arbitrators are selected for specific cases because of their knowledge of the subject matter. Based on that experience, arbitrators can render an award grounded on thoughtful and thorough analysis.
- Final and binding awards which are enforceable in a court. Court intervention and review is limited by applicable state or federal arbitration laws, and award enforcement is facilitated by these same laws.

- 1.2 The following standard clause should be inserted whenever practical into contracts, agreements, etc. to provide for the arbitration of possible future disputes:

"Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration in accordance with the Commercial [or applicable] Rules of the American Arbitration Association and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof."

The arbitration of existing disputes may be accomplished by mutual agreement of parties with the use of the following terminology:

"We, the undersigned parties, hereby agree to submit to arbitration under the Commercial [or applicable] Rules of the American Arbitration Association the following controversy.

[Describe Briefly]

We further agree that we will faithfully observe this agreement and the rules, and that we will abide by and perform any award rendered by the arbitrator(s) and that a judgment of the court having jurisdiction may be entered upon the award."

## 2.0 LEGAL SERVICES

- 2.1 All legal documents prepared for the company's use, such as vendor contracts, employment agreements, sales orders, etc. should be written in common language and whenever possible should avoid the use of legalese or jargon. Legalese tends to complicate even simple arrangements and often unnecessarily requires the incurrence of legal assistance for mere interpretive purposes.

- 2.2** Before undertaking legal disputes, the Organization's legal counsel should ascertain and inform the Organization of the estimated costs that will be incurred for the legal engagement and the probable or most likely outcome of the case along with the probable amount of any awards or judgments. Use this information to produce a budget and clarify any matters that are increasing the budget. A budget will provide some assurance that the legal counsel has thought the matter through and it will also provide a baseline to determine the legal utility obtained from the matter.
- 2.3** Use legal action only as a last resort. Legal action is frequently not very effective. In fact, a threatened action — particularly with intellectual property — could result in a pre-emptive declaratory judgment lawsuit by the other party thus giving them the “home-field” advantage, which could lead to higher legal costs.

### **3.0 LEGAL BILLINGS**

- 3.1** Consider negotiating a “money-back” guarantee with the right to audit any bill for up to six months. Request that all fees that are proven to be unnecessary or excessive be returned. Then examine all legal bills for any such unnecessary or excessive transactions.
- 3.2** Many times, legal bills are aggregated, vague and too uninformative to be useful in controlling costs. Therefore, all legal arrangements contracted by the Organization should require itemized billings to include the following information:
- Start and end times and dates of each service transaction
  - Detailed description of services provided or work performed
  - Distinct itemization of each individual performing services
- 3.3** Examine all internal discussions or conferences and note exactly who is working on the case and why. Ask for a justification for all attorneys working on the case.
- 3.4** Consider alternatives such as contingent fees, fixed fees, and monthly retainers. All fees are negotiable.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17		

**Effective Date: 9/5/17**

**Approved by: BOD**

**Title: G&A107 TAXES AND INSURANCE**

**Policy:** To ensure compliance with all Federal, state, local, and other regulatory taxation requirements

**Purpose:** To outline the general areas of taxation. To be used as a checklist or guide in complying with tax requirements related to each specific location and organizational structure.

**Scope:** This statement applies to the business activities of the company.

**Responsibilities:**

The Finance team and back-office provider responsible for determining all tax liabilities and fees, and the dates due

Back-office provider is responsible for ensuring the timely payment of all tax liabilities and fees..

**Procedure:**

**1.0 ORGANIZATION FEES AND TAXES**

**1.1** Fees and taxes will vary depending on the legal structure of the business activity. The Organization is a Not-For-Profit organization; however, there may be from time to time revenue earned that is taxable as if the Organization were a For-Profit entity and those profits would be considered Unrelated Business Income and subject to tax.

**1.2** The Finance team and back-office provider should check with the secretary of state, registry of charitable trusts, the IRS, and any other agency that non-profit organizations may pay fees with in order to ensure all fees are paid in a timely manner. Failure to pay such fees can result in the loss of the company's legal status or structure.

**2.0 UNRELATED BUSINESS INCOME TAX**

**2.1** Activities conducted not related to the exempt purpose of the Organization can be subject to unrelated business income tax.

**3.0 PAYROLL FEES AND TAXES**

**3.1** The Federal and state governments charge an **unemployment tax**, based on a specified minimum amount of each worker's salary level. For most states, the rate can change from business to business depending on the Company's history of claims and the economic health of the state in which the Company is located. Most of Magnolia's schools participate in the School Employers' Fund (SEF) for unemployment insurance.

**3.2** **Worker's compensation insurance** may be imposed by a state like a tax. It can also vary based on the amount of payroll, past history of worker's compensation claims, and the type of work in which the business is engaged. This coverage is generally arranged through an insurance company.

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- 3.3** At the Federal level, payroll is taxed at a uniform rate for **Social Security** and **Medicare**. These two taxes are evenly shared between the company and the employee up to certain levels of income. Additionally, personal income taxes, based on the employee's compensation, must be **withheld** from the employee's earnings and remitted to the government by the company, along with the company's and employee's share of **Social Security** and **Medicare** taxes.
- 3.4** In California, a portion of the employee's compensation is also **withheld** and remitted to the state by the Organization.
- 3.5** Other payroll withholdings, mandated by Federal or state requirements, may require wage garnishments to fulfill a bankruptcy edict or childcare payment requirement.
- 3.6** The Treasury Department and or the Internal Revenue Service (IRS) collects all monies due the Federal Government. Technically, withholding amounts deducted from a paycheck are considered the government's money and the business owner is temporarily holding the money, in deposit, until it can be transferred to the government. Any failure to pay in a timely fashion is considered a serious matter by the IRS and will not be ignored.

The IRS will impose a penalty for failing to pay the required withholding amounts on time. In addition, interest will be charged until the amount is paid. Both interest and penalties imposed by the IRS can add up significantly.

Therefore, the IRS is not a good source to "borrow" money from if cash is tight.

Note: Money due the IRS is NOT dischargeable in bankruptcy.

- 3.7** Certain local municipalities charge an **Earnings tax** based on payroll, income, assets, stock options granted or any combination. Check with the city clerk for details.

#### **4.0 EXCISE TAXES**

- 4.1** There are many different federal government taxes or fees imposed on the commerce of different types of businesses. The following represents the most common.
- 4.2** Penalties and interest may result from any of the following acts.
- Failing to collect and pay over tax as the collecting agent.
  - Failing to keep adequate records.
  - Failing to file returns.
  - Failing to pay taxes.
  - Filing returns late.
  - Filing false or fraudulent returns.
  - Paying taxes late.
  - Failing to make deposits.

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- Depositing taxes late.
- Making false statements relating to tax.
- Failing to register.

### 5.0 OTHER TAXES AND CREDITS

5.1 Many state, counties, and cities impose **real estate taxes**. The Organization should ensure that where possible the Organization has applied for exemption from property taxes as a non-profit organization.

5.3 **Sales and Use Taxes** – at this time, the Organization does not sell any products and is not subject to sales tax. However, they may make purchase from out of state vendors that are subject to California Use Tax. Such expenditures are monitored and reported, and payment is remitted quarterly to the Board of Equalization.

### 6.0 TAX PAYMENTS

6.1 The Finance team should create and maintain a detailed tax calendar as a guide, which provides a sample guide to some of the most common taxes. The guide should serve a reminder of tax due dates.

### 7.0 INSURANCE

7.1 Insurance needs for a business can be grouped in two broad categories, those that are directed at safeguarding assets and those that are furnished as employee benefits. Employee benefit insurance such as, health insurance, disability insurance and key man life insurance, should be considered in light of its importance in the entire employee compensation mix and in light of the personal needs of the company's owner(s).

7.2 Insurance used for safeguarding company's assets includes: property, causality, key-man and professional liability insurance, as well as auto insurance, errors and omissions, directors' liability or business interruption insurance. The levels and terms of these policies should be determined based upon the value of the assets at risk and creditor or state and local requirements.

7.3 Business with a lot of employees should consider employment practices liability insurance covers businesses against some types of employee lawsuits including:

- Sexual harassment
- Discrimination
- Wrongful termination
- Breach of employment contract
- Negligent evaluation
- Failure to employ or promote
- Wrongful discipline
- Deprivation of career opportunity

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- Wrongful infliction of emotional distress
- Mismanagement of employee benefit plans

**7.4** Certificates of insurance may be required to be on file or on display depending on governmental requirements. It is important to consider that the insurance policy is a contract. Each year's policy should be saved in a permanent file. A product liability suit can go back many years, and if the potential claim is significant, the protection afforded by the prior year's insurance coverage will be improved if that year's policy has been saved.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/2017	Revise to clarify procedures	

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**SOP # G&A108 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A108 PROPERTY TAX ASSESSMENTS**

**Policy:** All property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the Organization.

**Purpose:** To outline the areas for review in assessments and methods for appealing overstated assessments. A Non-Profit property tax exemption is the preferred method to minimize property taxes.

**Scope:** This statement applies to the Finance Department for property tax assessments for all sites owned by the Organization.

**Responsibilities:**

The Chief Financial Officer is responsible for reviews of Assessments including the review of Property Descriptions, validating record accuracy and submitting appeals to local Assessor's Offices.

**Procedures:**

**1.0 REVIEW OF ASSESSMENTS**

**1.1** All assessments are to be promptly reviewed. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice of assessed value is sent. If the Finance Department misses the deadline, the Organization loses the chance to reduce the year's property taxes. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

**1.2** When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

**1.3** Upon receipt of the basis for assessment, the following factors should be reviewed:

Note: Do not make the mistake of thinking property has received a favorable low assessment just because its assessed value is less than its market value. Many jurisdictions use "assessment ratios" that are a percentage of market value. What is important is the amount of a property's assessment compared to those of similar properties. A below market assessment may in fact be very high.

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- **Research Similar Properties:** Tax assessments are part of the public record. Assessments of similar properties to the Organization's should be looked up to see that the Organization's assessment is in line. The objective is to find assessed values for similar properties that are far lower than the Organization's. For example, organization locations within industrial parks or similar developments should be easy to find very similar properties for comparison.
- **Review Property Descriptions and Accuracy of Records:** Review records for possible clerical errors. Ensure that property descriptions are correct and the building size (total square feet) is not overstated. Make sure that all dates are correct and that all calculations are properly computed. A wrong construction date or simple mathematical error can increase tax valuations.
- **Deflate Property Valuations:** Tax assessors generally value property on the basis of historical cost and the recent sales prices of other properties in the area. Often, when figuring local property taxes, numbers reported on the federal tax return will be used. Depreciable assets are valued at cost on the federal return when figuring depreciation deductions. However, the appropriate assessment for market value for property tax purposes may very different. Further, instead of performing actual physical inspections or assessments of properties every year, local assessors use "equalization ratios" to adjust the annual assessment. The equalization ratio is a type of an inflation adjustment meant to reflect the current general trend in property values. However, the current trend in property values may not apply to the Organization's property.

1.4 If the Organization can provide solid reasons for using different measures to value property, it may be able to receive a reduction in property taxes. Possible valuation methods can include:

- **Income Production:** Measure the current value of the cash flow stream generated by the property, which may be substantially lowered during a recession.
- **Replacement or Reproduction Cost:** How much it would cost to replace or reproduce the property should be determined. For example, if the construction industry is in a downturn, the cost to replace the property may be less than what the Organization paid for the property.
- Also the Organization should evaluate if it incurred any construction cost overruns due to bad weather, labor disturbances, material shortages, etc., that may have increased the cost of a new building without adding to its value. Decorative features may also add much less value than their actual cost.
- **Market Prices:** The actual recent sales of similar properties may show that the Organization's property is over-assessed.

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- **Unique Features or Business Obsolescence:** Changes to the characteristics of the property or features specific to the Organization's business may reduce its value. Examples can include:
    - Change in zoning restrictions that limit the use of the property.
    - Changes in neighborhood logistics, such as a median divider placed in a highway that deprives a location from access to customers, rerouting of a highway, closing of a railroad line or economic decline in the area that forces the Organization's traditional customer base to move away.
    - Obsolete design for the Organization's particular business needs such as a facility that has been specially designed to hold machinery that has been made obsolete by a competitor's innovation or a communications facility built with conventional wiring that is obsolete due to a switch in the industry to the use of fiber optics.
    - Unique design aspects which meet Organization needs but would reduce the value of a property to others.
    - A general downturn in the Organization's industry.
    - Including Personal Property in Building Valuations: Property that is movable is personal property and should not be included in a valuation of the building. Many items such as piping, wiring, climate control systems, generators, special supports and foundations for equipment may look like part of the building to the assessor but should not be included in the building's assessment.
- 1.5** Where the Organization is renting classroom or other facilities with triple net leases that includes property taxes that the Organization paid, the Organization should consider evaluating the lease location for the possibility that the landlord has not lowered the property taxes or is charging an unfair higher property tax to the Organization.
- 1.6** Under all circumstances the Organization should seek a property tax exemption or waiver. Often times the County will assess taxes for the first year, and the waiver will apply thereafter.
- 2.0 APPEALING OF ASSESSMENTS**
- 2.1** If upon review of the assessment and all other factors, the Finance Department believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared. Experience has shown that if an organization presents a sound argument for challenging an assessment, the Organization has an excellent chance of receiving some type of tax reducing adjustment even if it is less than the Organization had requested.
- 2.2** The appeal case should include documentation of the above findings. It is important to keep in mind that the property tax assessor may not be familiar with

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the details of the Organization's business or industry, so the Organization must prepare to explain how such factors may affect a property's value.

- 2.3 Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important to not be adversarial with the assessor but to present the attitude that the Organization is helping the assessor to reach a more accurate valuation for the property by presenting additional information.
- 2.4 If the Organization does not receive any or a large enough adjustment, an appeal may be made with the local Board of Appeals. These meetings will probably be more formal and the Organization may wish to provide expert testimony or obtain an independent appraisal of the property to present to the Board of Appeals.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	

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**SOP # G&A109 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A109 CONFIDENTIAL INFORMATION RELEASE**

**Policy:** The release of financial, statistical or other information that may be of a confidential nature to the Organization should be controlled. Individual requests should be referred to the Chief Financial Officer, or appropriate manager for disposition.

**Purpose:** To provide a means for the control of information to banks, media, credit bureaus, or other agencies and organizations.

**Scope:** All requests by an outsider to an employee regarding financial, revenue, marketing, customers, personnel, vendors, or other Organization confidential information. If in doubt, verify with the Chief Financial Officer

**Responsibilities:**

Chief Financial Officer is responsible for safeguarding all Organization information and determining the appropriate level of detail for release.

Office Manager shall oversee all responses to all reference requests.

**Procedure:**

**1.0 FINANCIAL INFORMATION REQUESTS**

**1.1** Typical written requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, names of investors, etc. If the request is by letter or other written correspondence, the material shall be forwarded to the Chief Financial Officer who will decide what information may be released and who will be authorized to reply.

**1.2** If the request is by telephone or a personal visit to our office, the requester should be referred to the Chief Financial Officer. If either is unavailable, the requester should be asked to provide their name, Organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Chief Financial Officer for follow-up.

**1.3** The Chief Financial Officer should determine the appropriate response for each request. Formal Financial Statement presentations to the Board of Directors, or other stakeholders such as banks, should be accompanied by an opinion or comment from the Organization's Certified Public Accountant (CPA) prior to any formal presentation. (If no outside CPA review is obtained then some people may

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consider the Financial Statements as “Pro-Forma” and then request copies of completed tax returns). The Chief Financial Officer or designated Finance team member will examine the Financial Statements and prepare a formal version to one of three standards: compiled, reviewed or audited. The Organization should use an economically appropriate CPA standard sufficient to satisfy outside requirements.

The CPA standards are as follows:

- Compiled Financial Statement. The CPA is unable to make any assurances on the data or methods used to produce the financial statements. The CPA will re-cast the financial statements into a standard format (as per Generally Accepted Accounting Principles or GAAP) with a disclaimer that the statements are un-audited and the information is solely derived from the management of the business entity.
- Reviewed Financial Statement. The CPA is able to make some limited assurances that material changes are not required in order for the Financial Statements to be in conformity with GAAP. The CPA uses limited inquiry and some analytical procedures to ascertain the reasonableness of the statements. The information is then re-cast into a standard format with appropriate footnotes and a disclaimer that the statements are un-audited and only a limited inquiry has been made into the reasonableness of the information.
- Audited Financial Statement. The CPA provides assurance, through an opinion letter, that the financial statements are a fair representation of the financial position, results of operations, and cash flows of an entity. This opinion is given after a detailed review and verification of the accounting records and processes used to produce the data. Verification steps include various analytical procedures, client surveys, third party confirmation, and detailed accounting record reviews.

Any irregularities found could lead to either a “qualified” opinion, to indicate that something is inconsistent with GAAP, or an “adverse” opinion, which calls into question the reliability of the information itself. The CPA considers an adverse opinion very serious.

- 1.4** Some types of confidential information may require the signing of G&A109 Ex1 NON-DISCLOSURE AGREEMENT, prior to release. This may include requests for product release schedules, development plans, elements of corporate strategy, customer lists, intellectual property, financial information, legal proceedings, or time sensitive information.

## **2.0 PERSONNEL INFORMATION REQUESTS**

- 2.1** The Office Manager shall oversee all responses to all reference requests. No other employee, including a former employee’s immediate supervisor, shall be authorized to respond independently without first obtaining approval from Human Resources.

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- 2.2** All requests should be in writing, using Organization letterhead, indicating in that letter that the subject of the reference request has applied for a job. Information is not to be provided over the phone.
- 2.3** Each response shall be obtained only from people with first-hand knowledge of the employee's performance.
- 2.4** The Office Manager shall review all responses to ensure that:
- Only factual information about the employee's job performance and qualifications for employment are included in the response. At no time should a response include emotions, personal feelings, rumors, non-work-related comments or exaggerations.
  - If at all possible it is important that some form of documentation or solid evidence supports all information provided in the response.
- 2.5** Retain a copy of all responses, including the contents of any oral response, in the former employee's personnel file.
- 3.0 CREDIT REFERENCE INQUIRIES**
- 3.1** All credit reference requests should be in writing. Information requests should be directed to the Office Manager and are not to be provided over the phone.
- 3.2** The Office Manager should review the Credit Inquiry form for completeness prior to responding. Retain a copy of all responses, including the contents of any oral response, in the customer's file.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revised to clarify processes	

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**G&A109 Ex1 NONDISCLOSURE AGREEMENT**

This NONDISCLOSURE AGREEMENT is made and entered into as of (DATE) between (THE ORGANIZATION NAME, STATE OF INCORPORATION AND ADDRESS), and (OTHER PARTY NAME, STATE OF INCORPORATION AND ADDRESS).

1. **Purpose.** The parties wish to explore and/or implement a business opportunity of mutual interest, and in connection with this opportunity, each party may disclose to the other certain confidential technical and business information that the disclosing party desires the receiving party to treat as confidential.

2. **"Confidential Information"** means any information disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including, without limitation, documents, prototypes, samples, plant and equipment) that is designated as "Trade Secret", "Confidential", "Proprietary" or some similar designation, or is of such a nature or has been disclosed in such a manner that it should be obvious to the receiving party that such is claimed as confidential. Information communicated orally shall be considered Confidential Information within a reasonable time after the initial disclosure. Confidential Information may also include information disclosed to a disclosing third party by third parties. Confidential Information includes, without limitation, a disclosing party's trade secrets, know-how, intellectual property and proprietary information as well as business plans, financial data and the status and terms of any discussions between the parties regarding a potential business transaction. Confidential Information shall not, however, include any information that (i) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing party; (ii) becomes publicly known and made generally available after disclosure by the disclosing party to the receiving party through no action or inaction of the receiving party; (iii) is already in the possession of the receiving party at the time of disclosure by the disclosing party as shown by the receiving party's files and records immediately prior to the time of disclosure; (iv) is obtained by the receiving party from a third party without a breach of such third party's obligations of confidentiality; (v) is independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information, as shown by documents and other competent evidence in the receiving party's possession; or (vi) is required by law to be disclosed by the receiving party, provided that the receiving party gives the disclosing party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order protecting the information from public disclosure.

3. **Non-use and Non-disclosure.** Each party agrees not to use any Confidential Information of the other party for any purpose except to evaluate and engage in discussions concerning a potential business relationship between the parties. Each party agrees not to disclose any Confidential Information of the other party to third parties or to such party's employees or agents, except to those employees or agents of the receiving party who are required to have the information in order to evaluate or engage in discussions concerning the contemplated business relationship. A receiving party shall be responsible and liable for the action of its employees and agents with respect to a disclosing party's Confidential Information and shall fully cooperate with the disclosing party in enforcing any rights of the disclosing party against any such person in connection with a breach of this Agreement. Neither party shall reverse engineer, disassemble or de-compile any prototypes, software, or other tangible objects that embody the other party's Confidential Information and that are provided to the party hereunder. Neither party shall hire any employees of the other during the term of this Agreement and for a period of two years thereafter.

4. **Maintenance of Confidentiality.** Each party agrees that it shall take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the other party. Without limiting the foregoing, each party shall take at least those measures that it takes to protect its own highly confidential information and shall ensure that its employees and agents who have access to Confidential Information of the other party have signed a Non-use and Non-disclosure agreement in content similar to the provisions hereof, prior to any disclosure of Confidential Information to such employees and agents. Neither party shall make any copies of the Confidential Information of the other party unless the other party previously approves the same in writing. Each party shall reproduce the other party's proprietary rights notices on any such approved copies, in the same manner in which such notices were set forth in or on the original.

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5. **Ongoing Development.** Nothing in this Agreement shall prohibit or restrict either party's right to develop, use or market products or services similar to or competitive with those of the other party disclosed in the Confidential Information as long as such shall not otherwise be a breach of this Agreement. Each party acknowledges that the other may already possess or have developed products or services similar to or competitive with those of the other party disclosed in the Confidential Information. Each party shall remain free to use in the course of its business its general knowledge skills and experience incurred before, during or after the date of this Agreement and the activities hereunder.

6. **No Obligation.** Nothing herein shall obligate either party to proceed with any transaction between them and each party reserves the right, in its sole discretion, to terminate the discussions contemplated by this Agreement concerning the business opportunity. Upon termination of such discussions the parties shall return all Confidential Information as provided in paragraph 8 and shall have no further rights to evaluate or use the Confidential Information of each other for any purpose whatsoever.

7. **No Warranty.** ALL CONFIDENTIAL INFORMATION IS PROVIDED "AS IS." THE PARTIES MAKE NO REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED OR OTHERWISE, REGARDING THE ACCURACY, COMPLETENESS OR PERFORMANCE OF ANY OF ITS RESPECTIVE CONFIDENTIAL INFORMATION.

8. **Return of Materials.** All documents and other tangible objects (except for any tangible objects purchased by a party) containing or representing Confidential Information that have been disclosed by either party to the other party, and all copies thereof which are in the possession of the other party, shall be and remain the property of the disclosing party and shall be promptly returned to the disclosing party upon the disclosing party's written request.

9. **No License.** Nothing in this Agreement is intended to grant any rights to either party under any patent, mask work right, trademark, trade secret or copyright of the other party, nor shall this Agreement grant any party any rights in or to the Confidential Information of the other party except as expressly set forth herein.

10. **Term.** The obligations of each receiving party hereunder shall survive until such times as all Confidential Information of the other party disclosed hereunder becomes publicly known and made generally available through no action or inaction of the receiving party. Notwithstanding the surviving obligations of a receiving party to maintain the confidentiality of a disclosing party's Confidential Information either party may at any time given written notice to the other party that it does not desire to receive any additional Confidential Information from the other party. After receipt of such notice, such party shall no longer furnish its Confidential Information to the notifying party.

11. **Remedies.** Each party agrees that any violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all other legal and equitable remedies.

12. **General Provisions.** This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns. This Agreement shall be governed by the laws of the State of Missouri, without reference to conflict of laws principles. This document contains the entire Agreement between the parties with respect to the subject matter hereof. Any failure to enforce any provision of the Agreement shall not constitute a waiver thereof or of any other provision. This Agreement may not be amended, nor any obligation waived, except by a writing signed by both parties hereto.

(THE ORGANIZATION).

(THE OTHER PARTY)

By: Name:

By: \_\_\_\_\_

\_\_\_\_\_  
Title:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

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**SOP # G&A110 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A110 DOCUMENT CONTROL**

**Policy:** All documents used to provide work direction or set policy should be reviewed, approved, distributed and controlled by the office of the Chief Financial Officer.

**Purpose:** To define the methods and responsibilities for controlling documents used to provide work direction or set policy, and to define methods for document revision, approval, and distribution.

**Scope:** This procedure applies to all documents required by the Accounting Management System. Documents of internal or external origin are included.

**Responsibilities:**

The Chief Financial Officer is responsible for controlling and reviewing, at least annually, the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

The Finance Team is responsible for maintaining and controlling the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

School Principals are responsible for ensuring the relevant versions of documents are available at the points of use and that they are legible.

**Definitions:** Controlled Document: A document that provides information or direction for performance of work is that is within the scope of this procedure. Characteristics of control include such things as Revision Number (letter), Signatures indicating review and approval, and Controlled Distribution.

Document: Information and its supporting medium. The medium can be paper, magnetic, electronic, optical computer disc, photograph, or sample.

External Document: A document of external origin that provides information or direction for the performance of activities within the scope of the quality management system. Examples include but are not limited to: customer drawings, industry standards, international standards, or equipment manuals.

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**Procedure:****1.0 DOCUMENT DISTRIBUTION**

- 1.1** Federal, State, and Local grants and contracts should be controlled. It is up to the Chief Executive Officer, Chief Financial Officer, and Chief Operations Officer to dispose of previous revisions as new revisions are released.
- 1.2** Each applicable department is responsible for maintaining each department's controlled documents. Examples of external documents include Memorandums of Understanding that may be used or referenced.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

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### G&A110 Ex1 REQUEST FOR DOCUMENT CHANGE (RDC)

Date: \_\_\_\_\_ RDC No.: \_\_\_\_\_

Originator: \_\_\_\_\_

Document Title and Publication Date: \_\_\_\_\_

Page and Chapter, or Paragraph Number: \_\_\_\_\_

Description Of Problem, Opportunity Or Reason For Request (Define in Detail):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Solution Recommended (if known) Date Action Required By: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Department Manager Approval: \_\_\_\_\_

Recommended Solution To Problem or Postponement/Dissolution of Request  
(attach all necessary documentation to support response) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

#### PROCEDURE FOR COMPLETING FORM

- 1) Complete top section of this form except for RDC number
- 2) Obtain Department Manager's approval
- 3) Forward original to the Office Manager who will assign a RDC number (Note: one copy will be returned to originator with RDC number assigned.
- 4) The Office Manager will take action and if appropriate will proceed with an RDC.
- 5) The Office Manager returns a copy to Originator upon resolution of request.

Distribution: Original - RDC File Copy 1 - Originator

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## G&A110 Ex2 DOCUMENT CHANGE CONTROL

Date: \_\_\_\_\_

DCN#: \_\_\_\_\_

RDC#: \_\_\_\_\_

Doc. or Part No.	Description of Change, Documents affected and reason(s) for change(s)	Action Code(s)	Effective Date

**Change Action Required**

Make/order New Document: \_\_\_\_\_

Current Docs:

Use until depleted     
  Return for Credit     
  Scrap     
  Save for spares

Other: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Authorization(s): Chief Financial Officer**

**Authorization(s): Office Manager**

By: \_\_\_\_\_

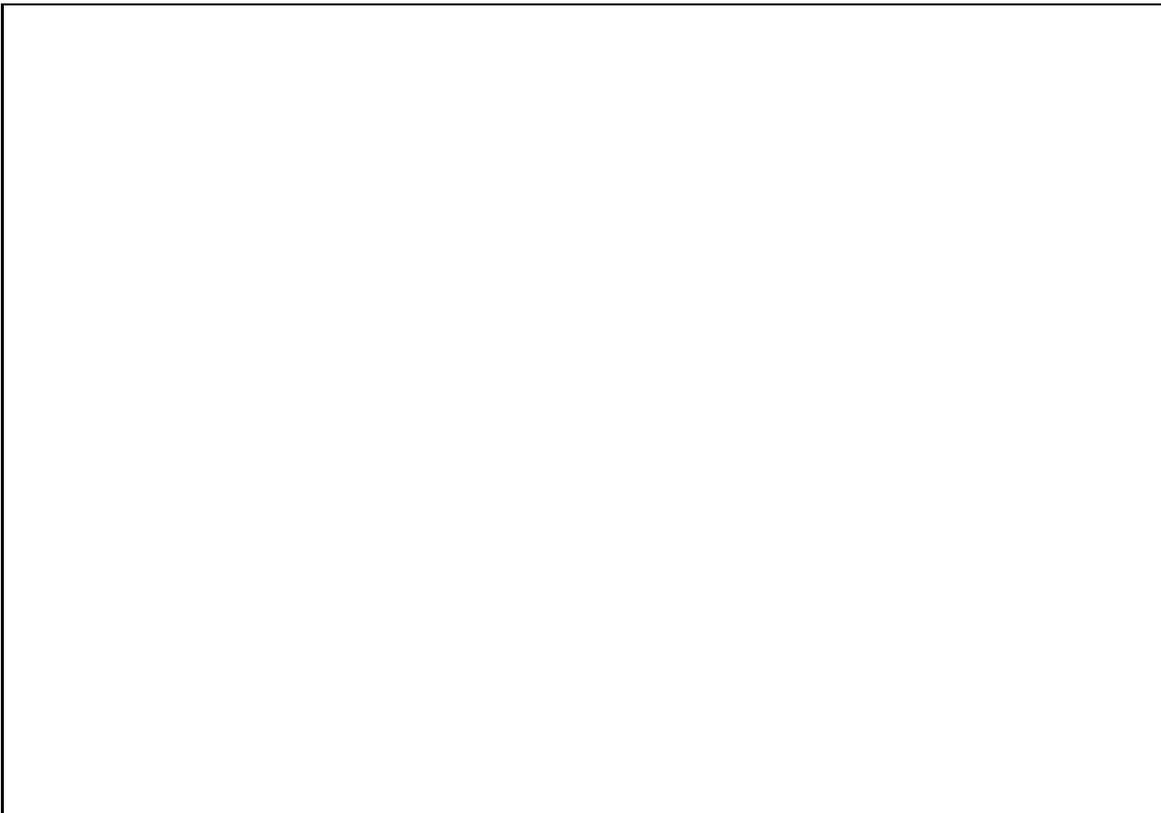
By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



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**SOP # G&A111 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title:** G&A111 FACSIMILE AND E-MAIL SIGNATURES

**Policy:** Fax and E-mail signatures are accepted as if the signature were an authentic wet blue ink signature for any official document.

**Purpose:** The purpose of this policy is to provide a clear explanation of the guidelines surrounding the use of Fax and E-mail signatures on Organization provided and received E-mail accounts and Fax Documents.

**Scope:** This applies to all Organization E-mail and Fax documents.

**Responsibilities:**

Chief Financial Officer is responsible for review and approval of signatures.

**Background:** E-mail and fax communication are often used more than any other form of communication, is a form of business communication. The format of E-mail and fax documents should be professional in terms of signature and other formatting. E-mail and fax signatures should follow certain guidelines to fit with the overall image of the Organization. As such, the style of address, tone, spelling, grammar and punctuation of all messages should reflect the standards of formal business communication.

**Procedure:**

**1.0 FAX AND E-MAIL SIGNATURES**

**1.1** What should be included in an e-mail signature:

E-mail and fax signatures should include your name, job title, department, mailing address, telephone and fax numbers, and Web site address. This should be in plain text format to easily accommodate all types of users.

When the signature is for a contract or approving a document or official in any nature, the signature should only be acceptable if the signature is in original “blue” ink.

**1.2** What should not be included in a fax or e-mail signature:

Elements that should not be included in fax or e-mail signatures include colored text, very large or complicated fonts, images, clip art or personal quotes. Faculty

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and staff should also refrain from using background images or stationary in their e-mail correspondence.

- 1.3** No fax or e-mail document is considered officially received as if it were an original blue ink wet signature until after the Organization has sent a formal reply to the fax or e-mail that the signature has been accepted.

### Revision History:

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	

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**SOP # G&A112 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A112 MAINTENANCE REQUESTS**

**Policy:** Any maintenance work must be approved and pre-authorized.

**Purpose:** The purpose of this policy is to provide a clear explanation of the guidelines in obtaining approval for building, equipment, and general maintenance services.

**Scope:** This applies to any and all maintenance type service requests.

**Responsibilities:**

Chief Financial Officer or the Chief Financial Officer's staff designee is responsible for review and approval of maintenance requests.

**Background:** MERF and/or its maintenance contractors has the responsibility to repair, make replacements and adjust equipment and buildings in response to conditions discovered during performance of preventive maintenance, equipment breakdown/improper operation or employee complaint. MERF and/or its maintenance contractors shall respond to and accomplish any request that is relevant to the successful operation of the Organization and its school and system locations.

**Procedure:**

**1.0 MAINTENANCE REQUESTS**

**1.1** Maintenance requests will be reviewed and approved or disapproved by the Chief Financial Officer and/or the designated staff.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	

**SOP # G&A113 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A113 ELECTRONIC BACKUP OF ACCOUNTING INFORMATION**

**Policy:** All electronic accounting information systems must be backed up every week at a minimum on the Organization's server.

**Purpose:** The purpose of this policy is to provide a clear explanation the need to backup electronic accounting data regularly.

**Scope:** This applies to the QuickBooks accounting program.

**Responsibilities:**

Finance team is responsible for ensuring that the accounting program information is properly backed up.

**Background:** Electronic Accounting Information Backup means measures should be adopted that ensures that all electronic accounting data is properly backed up to secondary sources such as off-site web based services and/or other media to protect the Organization's information in the event of any form of electronic data loss.

**Procedure:**

**1.0 ELECTRONIC BACKUP OF ACCOUNTING INFORMATION**

**1.1** The QuickBooks electronic accounting information should be backed up by using two means. On a weekly basis, the Finance team should perform a QuickBooks backup of the data using the QuickBooks software procedure. This backup copy should be stored on the Organization computer server. The Organization computer server with the QuickBooks accounting file should be backed up weekly.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17		

**SOP # G&A114 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A114 POLITICAL INTERVENTION**

**Policy:** Consistent with its tax-exempt status under the Internal Revenue Code, it is the policy of MERF that the Organization shall not incur any expenditure for political intervention. Political intervention does not include lobbying activities, defined as the direct or indirect support or opposition for legislation, which is not prohibited under the Internal Revenue Code.

**Purpose:** The purpose of this policy is to provide a clear explanation of what the Organization may and may not be involved in with regards to politics.

**Scope:** All political activities of the Organization.

**Responsibilities:**

Chief Executive Officer is responsible for ensuring that the Organization is not seen as a political organization.

**Background:** The Organization is very well known and as such, political candidates may seek endorsements from MERF. This policy clarifies what MERF can and cannot do with regards to politics.

**Definition:** Political Intervention shall be defined as any activity associated with the direct or indirect support or opposition of a candidate for elective public office at the Federal, California or local level.

**Procedure:**

**1.0 PROHIBITED EXPENDITURES**

**1.1** Examples of prohibited political expenditures include, but are not limited to, the following:

1. Contributions to political action committees
2. Contributions to the campaigns of individual candidates for public office
3. Contributions to political parties
4. Expenditures to produce printed materials (including materials included in periodicals) that support or oppose candidates for public office
5. Expenditures for the placement of political advertisements in periodicals

political intervention, lobbying, etc. Federal funds and those assets paid for by this program may not be used in any partisan activity.

**2.1 ENDORSEMENTS OF CANDIDATES**

**2.2** It is the policy of MERF not to endorse any candidate(s) for public office in any manner, either verbally or in writing. This policy extends to the actions of management and other representatives of MERF, when these individuals are acting on behalf of, or are otherwise representing, MERF.

**3.0 PROHIBITED USE OF ASSETS AND RESOURCES**

**3.1** It is the policy of MERF that no assets or human resources of MERF shall be utilized for political activities, as defined above. This prohibition extends to the use of MERF assets or human resources in support of political activities that are engaged in personally by board members, members of management, employees, or any other representatives of MERF. While there is no prohibition against these individuals engaging in political activities personally (on their own time, and without representing that they are acting on behalf of MERF), these individuals must at all times be aware that MERF resources cannot at any time be utilized in support of political activities except as identified in “1.0” above.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	

**Title: G&A115 ACCRUED LIABILITIES**

**Policy:** The Organization will establish a list of commonly incurred expenses that may require accrual at the end of the fiscal year accounting period.

**Purpose:** The purpose of this policy is to properly recognize and accrue liabilities.

**Scope:** This applies to potential liabilities.

**Responsibilities:**

The Financial Analysts with the support of Back-office provider are responsible for ensuring that the accrued liabilities are properly accounted for.

**Background:** Accrued liabilities are liabilities that have been incurred such as vacation pay but have not been paid.

**Procedure:**

**1.0 Accrued Liabilities**

**1.1** Some of the expenses that shall be accrued by MERF at the end of an accounting period are:

- Salaries and wages
- Payroll taxes
- Vacation pay/Compensated absences
- Rent
- Interest on notes payable
- Insurance premiums
- Audit fees
- Charter Management Organization fees

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider	Oswaldo Diaz, CFO

**Title: G&A116 NOTES PAYABLE**

**Policy:** It is the policy of MERF to maintain a schedule of all notes payable, mortgage obligations, lines of credit, and other financing arrangements. This schedule shall be based on the underlying loan documents.

**Purpose:** The purpose of this policy is to properly track and recognize all notes payable and other similar obligations.

**Scope:** This applies to notes, loans, lines of credit, and obligations of the Organization.

**Responsibilities:**

Back-office provider is responsible for ensuring that all notes, loans, and other similar obligations are properly accounted for.

**Background:** Properly tracking and monitoring long term debt such as loans is important such that as payments become due, the Organization has sufficient cash flow to honor the obligation.

**Procedure:**

**1.0 NOTES PAYABLE**

**1.1** Prepare a schedule that shall be based on the underlying loan documents and shall include all of the following information:

1. Name and address of lender
2. Date of agreement or renewal/extension
3. Total amount of debt or available credit
4. Amounts and dates borrowed
5. Description of collateral, if any
6. Interest rate
7. Repayment terms
8. Maturity date
9. Address to which payments should be sent
10. Contact person at lender
11. Loan covenants, if applicable

**2.0 ACCOUNTING AND CLASSIFICATION**

**2.1** An amortization schedule shall be maintained for each note payable. Based upon the amortization schedule, the principal portion of payments due with the next

year shall be classified as a current liability in the statements of financial position of MERF. The principal portion of payments due beyond one year shall be classified as long-term/non-current liabilities in the statements of financial position.

**2.2** Demand notes and any other notes without established repayment dates shall

always be classified as current liabilities.

Unpaid interest expense shall be accrued as a liability at the end of each accounting period.

- 2.3 A detailed record of all principal and interest payments made over the entire term shall be maintained with respect to each note payable. Periodically, the amounts reflected as current and long-term notes payable per the general ledger shall be reconciled to these payment schedules and the amortization schedules, if any, provided by the lender. All differences shall be investigated.

### **3.0 NON-INTEREST-BEARING NOTES PAYABLE**

- 3.1 As a charitable organization, MERF may from time to time receive notes payable that do not require the payment of interest, or that require the payment of a below-market rate of interest for the type of obligation involved. In such cases, it shall be the policy of MERF to record contribution income for any unpaid interest.
- 3.2 For demand loans, recording of interest expense and contribution income shall be performed at the end of each accounting period, based on the outstanding principal balance of the loan during that period, multiplied by the difference between a normal interest rate for that type of loan and the rate, if any, that is required to be paid by MERF.
- 3.3 For loans with fixed maturities or payment dates, the note payable shall be recorded at the present value of the future principal payments, using as a discount rate the difference between a normal interest rate for that type of loan and the rate, if any, which is required to be paid by MERF. The difference between the cash proceeds of the note and the present value shall be recorded as contribution income in the period the loan is made. Thereafter, interest expense shall be recorded in each accounting period using the effective interest method, with the corresponding credit entry increasing the note payable account to reflect the amount(s) that shall be repaid.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Changes in responsibilities	Oswaldo Diaz, CFO

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**SOP # G&A117 Revision: 2****Prepared by: Central Office****Effective Date: 9/5/17****Approved by: BOD****Title: G&A117 FINANCIAL AND TAX REPORTING****Policy:** The Organization will prepare annual and monthly financial statements as management considers necessary and prepare non-profit tax information and tax information returns within eight months of the fiscal year close.**Purpose:** The purpose is to control and prepare consistent and accurate financial statements and tax returns that are relied upon by both internal and external parties.**Scope:** This applies to financial statements and tax reporting documents.**Responsibilities:**

Chief Financial Officer or his designee is responsible for preparing all tax documents and ensuring Organization financial statements are accurate.

Back-office provider is responsible for preparing all Organization financial statements.

**Background:** Preparing financial statements and communicating key financial information is a necessary and critical accounting function. Financial statements are management tools used in making decisions, in monitoring the achievement of financial objectives, and as a standard method for providing information to interested parties external to MERF. Financial statements may reflect year-to-year historical comparisons or current year budget to actual comparisons.

**Procedure:****1.0 STANDARD FINANCIAL STATEMENTS**

**1.1** Prepare the basic financial statements at year end and as considered necessary for reporting purposes. The basic financial statements of the Organization are maintained and prepared by MERF on an Organization wide basis and shall include:

1. **Statements of Financial Position** - reflects assets, liabilities and net assets of MERF and classifies assets and liabilities as current or non-current/long-term.
2. **Statements of Activities** - presents support, revenues, expenses, and other changes in net assets of MERF, by category of net asset (unrestricted, temporarily restricted and permanently restricted)

## **2.0 FREQUENCY OF PREPARATION**

**2.1** The objective of the Back-office provider is to prepare accurate financial statements in accordance with generally accepted accounting principles and distribute them in a timely and cost-effective manner. In meeting this responsibility, the following policies shall apply:

**2.2** A standard set of financial statements described in the preceding section shall be produced on a bi-monthly basis for presentation at the Board of Directors meeting. The standard set of financial statements described in the preceding section shall be supplemented by the following schedules:

1. Individual statements of activities on a departmental and functional basis (and/or program/grant basis)
2. Comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts

The bi-monthly set of financial statements shall be prepared on the cash basis of accounting with exception of year-end reports where accrual method of accounting must be used. Year-end report must include all receivables, accounts payable received by the end of the reporting period, and actual depreciation expense.

## **3.0 REVIEW AND DISTRIBUTION**

**3.1** All financial statements and supporting schedules shall be reviewed and approved by the Chief Financial Officer, prior to being issued by Back-office provider. They should be signed by the preparer and the Chief Executive Officer.

**3.2** After approval by the Chief Financial Officer, a complete set of monthly financial statements shall, including the supplemental schedules described above, shall be distributed to the following individuals:

1. All members of the Finance and Audit Committee of the Board
2. Chief Executive Officer
3. School Principals and any other employee with budget-monitoring responsibilities will receive only the budget vs. actual report

**3.3** Financial statements may include an additional supplemental schedule prepared or compiled by the Chief Financial Officer. The purpose of this schedule is to provide known explanations for material budget variances in accordance with MERF'S budget monitoring policies. Also included is a list which lists all invoices that have not been paid at the end of the year and all revenues, if any, that have not been received.

#### 4.0 ANNUAL FINANCIAL STATEMENTS

- 4.1 A formal presentation of MERF's annual financial statements shall be provided by the independent auditor to the full Board of Directors at MERF's annual meeting. This presentation will be preceded by a meeting with MERF's Finance and Audit Committee, at which the Finance and Audit Committee will vote to accept or reject the annual financial statements.

#### 5.0 GOVERNMENT RETURNS

- 5.1 MERF must be aware of its tax and information return filing obligations and comply with all such requirements of the Federal government, California and local jurisdictions. Filing requirements of MERF include, but are not limited to, filing annual information returns with the Internal Revenue Service (IRS), California charitable solicitation reports, annual reports for corporations, property tax returns, income tax returns, information returns for retirement plans, annual reporting of compensation paid, and payroll withholding tax returns.

#### 6.0 FILING OF RETURNS

- 6.1 It is the policy of MERF to become familiar with the obligations in each jurisdiction and to comply with all known filing requirements. The Chief Financial Officer shall be responsible for identifying all filing requirements and assuring that MERF is in compliance with all such requirements.
- 6.2 It is also the policy of MERF to file complete and accurate returns with all authorities. MERF shall make all efforts to avoid filing misleading, inaccurate or incomplete returns.
- 6.3 Reports and returns which may be required to be filed by MERF include, but are not limited to, the following returns:
1. **Form 990** - Annual information return of tax-exemption of MERF, filed with IRS. Form 990 for MERF is due on the **fifteenth day of November, annually**.
  2. **Form 990-T** – Annual tax return to report MERF'S unrelated trade or business activities (if any), filed with the IRS. Form 990-T is due on the **fifteenth day of November, annually**.
  3. **Form 199** – Exempt Organization Annual Information Statement or Return (California) – This form is due on the **fifteenth day of November, annually**.
  4. **Form 5500** - Annual return for MERF'S employee benefit plans. Form 5500 is due on the **fifteenth day of November, annually**.
  5. **Federal and State Payroll Returns** - Filed on a quarterly or annual basis.

6. **Form RRF-1** – Registration/Renewal Fee Report to Attorney General of California. This form is due on the **fifteenth day of November, annually.**
7. **SF-SAC** – The Office of Management and Budget requires all Form SF-SAC and Single Audit submissions to be submitted on the Federal Audit Clearinghouse (FAC) Internet Data Entry System. The due date is established by OMB Circular A-133.
8. **Form 1099's** – See **PUR101 VENDOR SELECTION.**

6.4 MERF'S fiscal and tax year-end is June 30. All annual tax and information returns of MERF Form 990, Form 990-T are filed on the accrual basis of reporting.

6.5 Federal and all applicable California payroll tax returns are prepared by the Chief Financial Officer, in consultation with MERF'S independent auditor and the pension plan third-party administrator.

6.6 It is the policy of MERF to comply with all California payroll tax requirements by withholding and remitting payroll taxes to California for each MERF employee.

## 7.0 PUBLIC ACCESS TO INFORMATION RETURNS

7.1 Under regulations that became effective in 1999, MERF is subject to Federal requirements to make the following forms "widely available" to all members of the general public:

1. The three most recent annual information returns (Form 990), and
2. MERF'S original application for recognition of its tax-exempt status (Form 1023 or Form 1024), filed with IRS, and all accompanying schedules and attachments.

7.2 It is the policy of MERF to adhere to the following guidelines in order to comply with the preceding public disclosure requirements:

1. Anyone appearing in person at the offices of MERF during normal working hours making a request to inspect the forms will be granted access to a file copy of the forms. The Chief Financial Officer shall be responsible for maintaining this copy of each form and for making it available to all requesters.
2. For all written requests for copies of forms received by MERF, the Organization shall require pre-payment of all copying and shipping charges. For requests for copies that are received without pre-payment, MERF will notify the requester of this policy via phone call or by letter within 7 days of receipt of the original request.

3. The copying cost charged by MERF for providing copies of requested

forms shall be \$1.00 for the first page copied and \$0.20 for each subsequent page. All copies shall be shipped to requesters via Priority Mail, thus, shipping charges will be a standard \$5.00 per shipment.

4. After payment is received by MERF, all requested copies should be shipped to requesters in accordance with applicable laws. Making of all copies and shipping within legal time period shall be the responsibility of the Finance Team.
5. For requests for copies made in person during normal business hours, copies shall be provided while the requester waits provided the request is for twenty-five (25) or less copied pages. Requests for copies in excess of 25 pages but less than 100 pages will be available the next business day. All requests in excess of 100 pages will be sent to the requestor in accordance with applicable laws.
6. MERF shall accept certified checks and money orders for requests for copies made in person. MERF shall accept certified checks and money orders or personal checks as payment for copies of forms requested in writing. Personal checks must clear the bank prior to the copies being made and delivered to the requestor.

## **8.0 UNRELATED BUSINESS ACTIVITIES**

- 8.1 Identification and Classification of unrelated business activities must be separately identified.
- 8.2 It is the policy of MERF to properly identify and classify income-producing activities that are unrelated to MERF's tax-exempt purpose using the guidelines described in the Internal Revenue Code and underlying regulations. Such income accounts shall be segregated in separate accounts in the general ledger of MERF in order to facilitate tracking and accumulation of unrelated trade or business activities.
- 8.3 It is the policy of MERF to file IRS Form 990-T to report taxable income from unrelated trade or business activities. Form 990-T is not subject to any public access or disclosure requirements. Accordingly, it is the policy of MERF not to distribute copies of Form 990-T to anyone other than management and the Board of Directors of MERF.

### **Revision History:**

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<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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**SOP # G&A118 Revision: 2****Prepared by: Central Office****Effective Date: 2/11/21****Approved by: BOD****Title: G&A118 BUDGETING**

**Policy:** The School Site Principals with the support of Back-office provider are responsible for preparing, monitoring, and implementing the annual school site budget. The School Site Principal must have the school site budget approved by the Board of Directors no less than 60 days before the fiscal year end. It is the School Site Principal's responsibility to work with the central office in order to acquire the necessary budgetary information to implement their program. The budget may be revised as needed.

An annual Organization-wide budget shall be prepared on the accrual basis of accounting and the budget shall be adopted by the Board of Directors. The budget may be revised as needed. It is the policy of the Organization to adopt a final annual operating budget at least 60 days before the beginning of MERF's fiscal year.

**Purpose:** A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources

**Scope:** This applies to all departments and chart of accounts of the Organization.

**Responsibilities:**

Principal is responsible for providing information to Back-office provider so that the back-office provider service provider can prepare the annual site budget and make revisions as needed.

The Finance Department is responsible for reviewing the school site and Organization-wide budgets and budget revisions.

Back-office provider is responsible for preparing monthly budget vs. actual comparison reports.

**Background:** Budgeting is an integral part of managing MERF in that it is concerned with the translation of MERF's goals and objectives into financial and human resource terms. A budget should be designed and prepared to direct the most efficient and prudent use of the MERF's financial and human resources. A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources.

**Procedure:****1.0 PREPARATION AND ADOPTION**

- 1.1 The school site budgets will be developed by the School Site Principals and Back-office provider., The Organization-wide budget will be prepared by the Chief Financial Officer with the support of Back-office provider. They will gather proposed budget information from all Finance teams and others with budgetary responsibilities and prepare the first draft of the budget. Budgets proposed and submitted by each department should be accompanied by a narrative explanation of the sources and uses of funds and explaining all material fluctuations in budgeted amounts from prior years.
- 1.2 After appropriate revisions and a compilation of all school site budgets by Back-office provider, a draft of the school site budgets and Organization-wide budget will be presented to the Chief Financial Officer for discussion, revision, and preliminary approval. The Chief Executive Officer is responsible for the final approval of all budgets.
- 1.3 The final budget is then submitted by the Chief Financial Officer to the Board of Directors for adoption. School Site Principals shall be present at the Board of Directors budget approval meeting.
- 1.4 It is the policy of MERF to adopt a final annual operating budget at least 60 days before the beginning of the MERF's fiscal year. In addition, the Finance Team must setup the new fiscal year accounts, to input the budget into the accounting system and establish appropriate accounting and reporting procedures (including any necessary modifications to the chart of accounts), to ensure proper classification of activities and comparison of budget versus actual once the new year commences.

**2.0 MONITORING PERFORMANCE**

- 2.1 MERF will monitor its financial performance by comparing and analyzing actual results with budgeted amounts. This function will be accomplished in conjunction with the monthly financial reporting process described earlier.
- 2.2 On a monthly basis, budget reports comparing actual year-to-date revenues and expenses with budgeted year-to-date amounts shall be produced by Back-office provider and distributed to each respective School Principal by the 20<sup>th</sup> of the following month.
- 2.3 The financial reports will also be distributed, on a monthly basis, to the Board of Directors. The Chief Financial Officer and School Site Principal, with the

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support of Back-office provider, will be responsible for answering budget questions posed at the Board meetings.

- 2.4** The Chief Financial Officer will also institute an on-going monitoring plan to ensure the fiscal operations effectively implement all Federal and State requirements and to ensure the safeguarding of Federal and State funds and assets.

### 3.0 BUDGET MODIFICATION

3.1 After a budget has been approved by the Board of Directors and adopted by MERF, reclassifications of budgeted expense amounts may be made by Back-office provider, with approval from the Chief Financial Officer or his designee (Controller or Senior Financial Analyst).

3.2 Budget reclassifications of any amount are at the discretion of the Chief Financial Officer.

#### Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider process	Oswaldo Diaz , CFO
2	9/5/17	Revision to clarify processes and positions	
3	2/11/2021	Revision to clarify budget modifications	Serdar Orazov, CFO

**SOP # G&A119 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A119 INSURANCE**

**Policy:** It is the policy of the Organization to have an active risk management program that includes a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

**Purpose:** To have a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

**Scope:** This applies to all areas of risk management.

**Responsibilities:**

Chief Financial Officer is responsible for monitoring risk management and identifying areas of insurance need.

**Background:** Risk management and insurance enable the Organization to hedge against known and unknown potential losses.

**Definition:** **Workers' Compensation and Employer's Liability**  
 Contractors are required to comply with applicable Federal and California workers' compensation and occupational hazard and disease statutes. If occupational hazard and diseases are not compensated under those statutes, they shall be covered under the employer's liability insurance policy.

**Fidelity Bond**

For all personnel handling cash, preparing or signing checks, MERF shall obtain insurance that provides coverage in a blanket fidelity bond. The specific needs of MERF will determine the dollar limit of this coverage.

**Comprehensive Liability**

This type of coverage may include directors, officers and employee general liability insurance, buildings, contents, computers, fine arts, boilers and machinery.

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**Student Accident Insurance**

All children enrolled in any of MERF's funded programs must be insured for accidents and injury. The limit per child enrolled will be determined by local area experience rates and potential risk assessments.

**Procedure:**

**1.0 COVERAGE GUIDELINES**

**1.1** As a guideline, MERF will arrange for the following types of insurance, as a minimum:

Type of Coverage

- Comprehensive Liability
- Automobiles for Employees,
- Volunteers or Escorts
- Employee dishonesty/bonding
- Fire and Water Damage
- Directors and Officers
- Theft
- Workers' Compensation
- Student Accident Insurance

**1.2** The dollar limits are identified in the Insurance Booklet.

**1.3** MERF shall maintain a file of all insurance policies in effect. This file shall include the following information, at a minimum:

1. Description (type of insurance)
2. Agent and insurance company, including all contact information
3. Coverage and deductibles
4. Premium amounts and frequency of payment
5. Policy effective dates
6. Date(s) premiums paid and check numbers

G&A119 Insurance

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	

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**SOP # G&A120 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A120 SUPPLIES**

**Policy:** It is the policy of the organization to maintain an internal control system over supplies to prevent theft, overstocking, understocking, spoilage and obsolescence.

**Purpose:** To physically safeguard organization assets and to maintain accurate financial reporting.

**Scope:** This applies to non-capitalized assets.

**Responsibilities:**

School Principal or designee is responsible for maintaining safeguards over cleaning and education supplies at each school.

**Procedure:**

**1.0 SAFEGUARDS**

**1.1** Each Principal or designee is responsible for monitoring safeguards over assets at each school site. School will properly safeguard supplies inventory by keeping storage and locker facilities locked.

**1.2 Cleaning/Maintenance Supplies.** The Custodian at each site is responsible for custody of cleaning and repair and maintenance supplies.

**1.3 Educational Supplies.** The Administrative Assistant or designee is responsible for custody of educational supplies. Only the Administrative Assistant and the School Principal will have access to educational supplies.

**1.4** Educational supplies will be controlled in part by forms documenting custody, i.e. textbooks issued to students and use of laptops.

**2.0 MONITORING**

**2.1** School will establish optimum minimum and maximum stock levels for inventory.

**2.2** Finance teams will maintain records detailing purchases of each significant inventory item for each fiscal year.

**2.3** School Principal or designee will conduct a physical inventory of the supplies listed above on an annual basis. The completed inventory will then be submitted to Accounting so it can be reconciled to the general ledger.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

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**SOP # G&A121 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A121 SCHOOL SITE ACCOUNTING**

**Policy:** It is the policy of MERF to consider each school to be a separate and distinct financial accounting entity in order to maintain an accurate fund accounting system.

**Purpose:** The purpose of this policy is to clearly define relationships between each school and with the business office in regards to financial accounting.

**Scope:** This applies to the Organization's charter schools and business office.

**Responsibilities:**

Back-office provider, with the support of the Financial Analysts, is responsible for timely and accurate recording of transactions, providing useful management information, and properly reporting such information for various user needs.

The Chief Financial Officer is responsible for overseeing the Financial Analysts and providing assistance where needed.

**Background:** Separate accounting for each of the charter schools is critical in order to monitor budget performance and to determine how to allocate resources.

**Procedure:**

**1.0 SEPARATE ACCOUNTING**

**1.1** Back-office provider will utilize the same accounting policies for each school they are responsible for. Consistency in accounting will ensure that the charter schools can be evaluated using the same benchmarks and will assist in evaluating performance.

**1.2** Each Charter School will have its own accounting file to assist in maintaining separate accounting for each school, and a separate bank account to avoid comingling of funds.

**2.0 FUNDRAISING**

**2.1** Fundraising generated from each school may not be transferred to another school.

**2.2** Revenues from fundraising will be recorded in the accounting system using the resource tracking system in order to account for funds received from different events. Funds may be used for operating purposes unless restricted by the donor or explicitly restricted by the event.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider provider processes	Oswaldo Diaz , CFO
2	9/5/17	Revision to clarify processes and positions	

**SOP # G&A122 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A122 FRAUD REPORTING & WHISTLEBLOWER**

**Policy:** To establish procedures for reporting concerns of fraud on a confidential basis; receipt, retention, and treatment of complaints received by the Organization regarding such concerns; and protection of anyone reporting fraud in good faith from retaliatory actions.

**Purpose:** It is the policy of the Organization that its operations are conducted according to the highest standard of integrity, and that its officers, directors, employees, consultants, volunteers, interns, vendors, and other agents observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the Organization, all applicable laws and regulations must be followed, honesty and integrity must be practiced in fulfilling all responsibilities and all situations must be avoided that might conflict with responsibilities undertaken on behalf of the Organization. It is a federal crime for any organization – nonprofit or for-profit- to retaliate against a “whistleblower” who reports illegal, unacceptable, or suspicious activity (“Concerns”). This policy is intended to encourage and enable the reporting of Concerns within the Organization in order to prevent, detect and correct improper activities.

**Scope:** All officers, directors, employees, including temporary employees, consultants, volunteers, interns, vendors and other agents are covered by the scope of this policy and its guidelines.

**Responsibilities:**

Executive Management and Board of Directors are responsible for investigating any Concerns reported, and to ensure that the reporting person is protected from retaliation.

**Background:** The people closest to the day-to-day workings of an organization are the ones most qualified to identify and report improper activities. Experience has shown that these individuals will step forward if they are provided with a confidential means of reporting abuses and feel that they will be protected from retaliation, including loss of their job.

**Procedure:****1.0 REPORTING RESPONSIBILITY**

- 1.1** It is the responsibility of all those noted in the Scope of the Policy to report questionable or improper accounting or auditing matters or other Concerns as described above.
- 1.2** No officer, director, employee, including a temporary employee, consultant, volunteer, intern, vendor or other agent who reports a Concern in good faith shall be subject to retaliation or, in the case of an employee, adverse employment consequences. Any individual who retaliates against someone who has reported a Concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.
- 1.3** Reporting in good faith means that to the best of the individual's knowledge who is reporting a suspected fraud or abuse Concern, the fraud or abuse is factual.
- 1.4** An individual reporting a fraud or abuse Concern not in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. In other words, fraudulently submitting a fraud or abuse Concern/allegation is not acceptable.

**2.0 PROCEDURES FOR REPORTING CONCERNS**

- 2.1 Employees and Consultants.** Whenever possible, an individual should seek to resolve Concerns by reporting issues directly to his supervisor. If, for any reason, the individual is uncomfortable speaking to his supervisor or does not believe the Concern is being properly addressed, the individual should report the Concern directly to the Chief Operating Officer of the Organization. If the individual does not believe that these channels of communication can or should be used to express his Concern, the individual should report the Concern directly to a member of the Organization's Board of Directors. Concerns may also be submitted anonymously in writing or via voice mail to a Board of Directors member. Contact information for the Chief Operating Officer and a listing of Board of Directors members may be obtained from the Organization's website or by calling the Organization at (714) 892-5066.
- 2.2 Officers, Directors, Interns, Volunteers, Vendors and Other Agents.** Officers, directors, interns, volunteers, vendors and other agents may report Concerns to the Chief Executive Officer or directly to a member of the Organization's Board of Directors. If the officer, director, intern, volunteer, vendor or other agent is uncomfortable reporting to any of these individuals, or if he does not believe the Concern is being properly addressed, the report should be escalated directly to the Chair of the Organization's Board of Directors.
- 2.3 Third Party Fraud Reporting Service.** An individual also has the option to report any Concerns through a service specifically set up for MERF. These can be

reported through the website at [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org) or by calling the central office. Concerns addressed through these channels can be made anonymously if the individual chooses.

### **3.0 HANDLING OF REPORTED CONCERNS**

**3.1** All reported Concerns filed in accordance with this policy will be investigated by the Organization with due care and promptness. Matters reported internally without initial resolution will be investigated by the Chief Executive Officer of the Organization to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. The Organization staff may issue a full report of all matters raised under this policy to the Board of Directors.

For matters reported directly to a member of the Board of Directors or the Chief Executive Officer, the Audit Committee shall promptly acknowledge receipt of the complaint to the complainant if the complainant is known. An investigation will be held to determine if the allegations are true, whether the issue is material and what corrective action, if any, is necessary. Upon the conclusion of this investigation, the Audit Committee shall promptly report its findings to the Executive Committee of the Board.

The Audit Committee shall have full authority to investigate Concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that the committee reasonably believes is necessary to conduct a full and complete investigation of the allegations.

#### **Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	

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**SOP # G&A123 Revision: 0**  
**Effective Date: 1/1/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: G&A123 CONFLICT OF INTEREST POLICY**

**Purpose:** It is the policy of the Organization that the Governing Board shall review and adopt a conflict of interest policy annually or as required in accordance with authorizer MOUs.

**Responsibilities:**

Executive Management and Board of Directors are responsible for ensuring that the conflict of interest policy is reviewed and approved annually each July.

**Background:** Refer to separate document titled “Conflict of Interest Policy”.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	7/21/16	Documented policy approved by Board as separate document	Caprice Young

**SOP # G&A124 Revision: 0**  
**Office**  
**Effective Date: 3/08/18**

**Prepared by: Central**  
**Approved by: BOD**

**Title: G&A 124 HOME OFFICE MANAGEMENT FEES**

**Policy:** Charter school-related organizations (CSRO) may charge a charter school fees for the legitimate, contractually agreed upon services it provides to the charter school.

**Purpose:** To clearly define Home Office Management Fee calculations for all MPS school sites

**Scope:** This applies to all MPS schools of the organization.

**Responsibilities:**

Finance Team is responsible for review and confirmation of all monthly calculation and payments from school sites to MERF.

Back-office service provider is responsible for accurate bookkeeping and recording of all payments and outstanding fees.

Chief Executive Officer and Chief Financial Officer are responsible for approval all Home Office Management Fee transactions.

**Procedures:** Home Office Management Fees calculation is based on total allowable expenses allocated using a tiered methodology approved by the board, as follows:

School Names	ADA for Fiscal Year	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	
Magnolia Science Academy	#	1.60		1.60	
Magnolia Science Academy 2	#	1.60		1.60	
Magnolia Science Academy 3	#	1.45		1.45	
Magnolia Science Academy 4	#	0.12		0.12	
Magnolia Science Academy 5	#	0.12		0.12	not to exceed 15%
Magnolia Science Academy 6	#	0.12		0.12	
Magnolia Science Academy 7	#	0.80		0.80	
Magnolia Science Academy 8	#	1.60		1.60	
MSA- San Diego	#	1.30	1.30	-	not to exceed 11%
MSA- Santa Ana	#	1.60		1.60	
<b>TOTAL</b>	<b>###</b>	<b>10.31</b>	<b>1.30</b>	<b>9.01</b>	

The Home Office Management Fee for MSA 5 is not to exceed 15% of the school's revenue, defined as the amount received in the current fiscal year from LCFF calculated pursuant to Section 42238.02, as implemented by Section 42238.03, per LACOE's condition for authorization beginning fiscal year 2018-19. The Home Office Management Fee for MSA San Diego shall not exceed 11% of the total LCFF revenue based on the MOU with the current authorizer, SDUSD effective fiscal year 20015-16.

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	3/08/18	Initial Release	Nanie Montijo, CFO

**SOP # CSH101 Revision: 2****Prepared by: Central Office****Effective Date: 9/5/2017****Approved by: BOD****Title: CSH101 CASH BOXES****Policy:** Proper internal control should be maintained over funds received by cashiers or sales clerks of any type, even at fundraising events at all times.**Purpose:** To identify the practices for cash box control, including cash receipts, special tender items, cash payouts and reconciliation with deposits.**Scope:** All personnel that deal with the cash transactions.**Responsibilities:**

Principal is responsible for safeguarding / verifying and controlling all cash assets at each school.

School Office Manager is responsible for ensuring the completeness and accuracy of all opening, closing and intermediate transactions.

School Office Manager is responsible for overseeing all event transactions.

**Procedure:****1.0 CASH BOX/SAFE**

- 1.1** Each fundraiser or individual collecting cash should collect cash for events and safeguard properly. Once all cash has been collected, this individual should submit the cash received to the School Office Manager as soon as possible for placement in the cash box. It is important to ensure that only one person has responsibility for collecting cash as to limit any opportunities for misappropriation.
- 1.2** All cash collected must be collected by the School Office Manager, counted together with the School Principal and one other person, and signed off by all three individuals that the cash count is accurate. The funds will then be safely secured until deposited by a designee of the School Office Manager.
- 1.3** If the cash balance at the end of day exceeds \$1,000, a bank deposit will need to be made the same day. Otherwise, all bank deposits will need to be made by the last business day of the week. At the end of the week there should be no more than \$50 left in the cash box for the following week.
- 1.4** Bank deposit documentation needs to be emailed to Back-office provider, in PDF format, for entry into the general ledger on a weekly basis.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

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**SOP # CSH102 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title:** CSH102 CASH RECEIPTS AND DEPOSITS

**Policy:** Accurate internal control of cash receipts and deposits will be maintained at all times. Cash deposits will generally be made on the same day as receipt.

**Purpose:** To establish the procedures to be followed for receiving, applying and depositing cash receipts.

**Scope:** This procedure applies to all cash receipts received by the Organization.

**Responsibilities:**

Finance team is responsible for processing all cash and check transactions and depositing checks received in the bank.

Finance team is responsible for inspecting and verifying proper signatures or endorsements on checks.

School Principal/Office Manager is responsible for all fundraising transactions.

**Definitions:** Tender Item. Any item used to tender or pay for a transaction is considered a tender item. Tender items can include coupons, gift certificates, credits, rebates, cash, checks, barter credits, etc.

**Procedure:**

1.0 **CUSTOMER AND AGENCY DEPOSITS**

1.1 Cash receipts generally arise from:

- Contracts and Grants
- Direct donor contributions
- Fundraising activities

The principal steps in the cash receipts process are:

**Central Office** - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The Finance team stamps all checks “for deposit only,” and makes one (1) copies of each check. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Finance team processes the following: the endorsed checks, the deposit log book, and the correct account allocation for each deposit. The Finance team processes the deposit and

takes it to the bank for deposit. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

All cash received at the central office will be counted, verified, and signed off by two people from Accounting and another available staff member. The cash will immediately be posted using the appropriate allocation. A receipt will be given to the paying party and a copy kept for internal purposes. The cash will be kept in a locked, secure location and deposited within 24 business hours, but no longer than the last business day of the week.

**School Site** - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Principal, Office Manager, or designee will deposit the checks to the bank for deposit. The Principal, Office Manager, or designee will then send copies of the check(s) deposited and the original deposit slip receipt from the bank to the Finance team for processing.

The back office provider will process the deposit and enter into the accounting system. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

## **2.0 APPLICATION OF ACCOUNTS RECEIVABLE**

**2.1** Inspect all incoming accounting mail for checks.

**2.2** Finance team should photocopy all checks. Any papers attached to the checks should be stapled to the check photocopy and the envelopes discarded.

**2.3** Finance team will use the photocopy of the checks and customer remittance advices to apply the cash payments to the Accounts Receivable Ledger if applicable. Unapplied payments are to be credited against the oldest open aging column on the accounts receivable ledger. A standard letter of information and/or inquiry should be sent or faxed to the payer when there is any question as to the correct application of the check.

**2.4** Checks returned once should be deposited a second time. Already re-deposited checks should be debited back to the account.

**2.5** Prepare all checks received for deposit.

## **3.0 DEPOSIT, ENDORSEMENT OF CHECKS, TIMELINES OF BANK DEPOSITS**

**3.1** The Finance team will inspect all checks for proper signature or endorsement. If a check is received without a proper signature then process the check as per CSH103 PROBLEM CHECKS procedure

- 3.2** All checks should be endorsed as follows:
- a. With the restrictive endorsement "For Deposit Only" along with,
  - b. The Organization's designated bank deposit account number,
  - c. The name, "Magnolia Education and Research Foundation",
  - d. The bank name.
- 3.3** No check should be withheld from daily deposit unless it is legally imperfect. The endorsed checks should then be returned to the Finance Team. Bank deposits will be made on a daily basis, unless the total cash amount received for deposit is less than \$1,000. Receipts must be deposited no later than the Friday of the week it was received. Any cash not deposited on a daily basis will be kept in a locked fireproof cabinet with access limited to the Chief Financial Officer, and the Finance Manager.
- 3.4** At time of deposit, collect all cash and checks and prepare a bank deposit slip for deposit in the Organization's authorized bank. Ensure that collections are deposited into the correct bank account, and that the name of the charter school is listed on the deposit slip.
- 3.5** Place a duplicate copy of the deposit ticket and collected cash into a cash bag for transport to the bank. Deposits should be made no less frequently than daily if amount of cash exceeds \$1,000. If the deposit cannot be made immediately then the deposits should be stored in a secure area for later deposit.
- 3.6** Extreme care should be taken to protect the safety of the person making the deposit and the deposit itself. Actions to be considered are, making deposits only during daylight hours, using random deposit times and different routes to the bank, and assigning two people to make deposits.
- 3.7** The deposit amount should be entered into the accounting program.
- 3.8** No disbursements should be made from collections, nor can personal checks be cashed.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

**SOP # CSH103 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH103 PROBLEM CHECKS**

**Problem:** To save time in returning and following-up on unsigned, checks marked "payment in full", or returned by the bank. These checks should be processed as follows and deposited.

**Purpose:** To describe how these types of checks should be handled before depositing.

**Scope:** This procedure applies to all checks received by the Organization.

**Responsibilities:**

Back-office provider is responsible for processing all check transactions for each school.

**Definitions:** NSF. Non-Sufficient Funds or NSF checks are those that are returned from the bank because the balance in the checking account was not high enough to cover the check. The check is then stamped NSF or "insufficient funds", "uncollected funds", or maybe "account closed".

**Procedure:**

**1.0 UNSIGNED CHECKS**

**1.1** The word "over" should be typed or written on the line where the signature would normally appear. On the back, type "Lack of Signature Guaranteed" and then add the Organization name, manager's name, title and signature.

Note: This indicates to the bank that the Organization will take back the check as a charge against its account in the event it isn't honored. In the event the check is not honored, the Office Manager should immediately follow-up with the issuer.

**1.2** Continue processing the check.

**2.0 PARTIAL PAYMENT CHECKS MARKED "PAYMENT IN FULL"**

**2.1** If there's no dispute as to the amount, a check tendered for less than the amount due and marked "payment in full" (or similar wording) can be cashed without jeopardizing the right to recover the balance. However, if there's a bona fide dispute as to the amount owing, the Organization runs the risk that payment will be deemed to have settled the disputed claim for the lesser amount.

**2.2** To overcome any potential pitfall, the check should be endorsed with the following statement "Check is accepted without prejudice and with full reservation of all rights under section 1-207 of the UNIFORM COMMERCIAL CODE (see Reference A).

- 2.3 Continue processing the check as per procedure CSH102 CASH RECEIPTS AND DEPOSITS.
- 2.4 The Office Manager should then work with the customer to resolve collection of the remaining balance due.

### 3.0 RETURNED CHECKS

- 3.1 A returned check for less than \$100 or stamped "uncollected funds," should be re-deposited the following day, if the check is not already stamped, "Do Not Re-Deposit".
- 3.2 For returned checks in amounts greater than \$100, the bank that the check is drawn against should be telephoned to determine if the check amount will clear the customer's account. If sufficient funds exist the check should be re-deposited. If the check is very large, consider taking the check directly to the issuing bank for recovery.

Note: The customer's account number should be the second number series located at the bottom center of the check.

### 4.0 REDEPOSITED CHECKS

- 4.1 In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the Office Manager should contact the issuer by phone to report the problem and discuss how the matter will be resolved. Then issue a formal notice CSH103 Ex1 BAD CHECK NOTICE via certified mail with a return receipt requested to ensure the customer understands the seriousness of the issue.
- 4.2 Whenever a check is re-deposited more than once a handling fee should be considered.

#### References:

#### A. UNIFORM COMMERCIAL CODE (UCC)

The "Uniform Commercial Code" or UCC began as a model for each state legislature to modify and adopt as law in that state. Therefore, the UCC is not the same in every state. Each state's court system can interpret the UCC differently thereby creating different case law in that state and producing different results.

Business people cannot assume that the law will be exactly the same in each state. For more information see the Secretary of State for each State in question.

#### B. BAD CHECK LAW

Bad Checks are considered part of the UCC and therefore are a matter of state law enforcement. Section 3-104(2)(b) of the UCC, defines a check as "a draft drawn on a bank and payable on demand." Each state has a different "Bad Check Law" see UCC above.

Postdated check: since it is not payable on demand, most states believe that the giving of a post-dated check does not constitute a present fraud nor is it within the scope of the bad check laws.

Payments for COD or pre-existing debt: In most cases, NSF checks are not considered under the bad check law if they are used to pay a note payment or to pay an invoice that is on account. However, if the debtor provides a creditor with a NSF check for a COD order, then that act does fall within the bad check laws.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclus of back-office provider ion provider proces s	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

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**CSH103 Ex1 BAD CHECK**

**NOTICE**

Date:

CUSTOMER  
NAME ADDRESS  
CITY, STATE, ZIP

Dear Sir:

Payment on your Check No. \_\_\_\_\_ in the amount of  
\$ \_\_\_\_\_, presented to us on, {DAY MONTH YEAR} , has been  
returned by your bank and marked insufficient funds. We have re-deposited  
your check and attempted to collect on this check twice already.

We have verified with your bank that insufficient funds remain to  
clear this check. Therefore, we request that you replace this check with a  
certified check immediately.

Unless we receive the certified funds for the amount listed above  
within 15 days, we shall immediately begin appropriate legal action to protect  
our interest. Upon receipt of replacement funds we shall return the  
dishonored check.

Sincerely,

Office Manager  
MAGNOLIA EDUCATION AND RESEARCH FOUNDATION

Certified Mail, Return Receipt Requested.

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**SOP # CSH104 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH104 WIRE TRANSFERS**

**Policy:** To provide additional payment options to customers and vendors in order to make funds immediately available to the receiving party. Wire transfers should be treated with special care and accuracy to prevent loss to the Organization or the customer.

**Purpose:** To explain the steps necessary to ensure proper procedures are followed when processing wire transfer requests.

**Scope:** This procedure applies to customers who are sending or receiving wire transfers and the financial institutions which process these requests.

**Responsibilities:**

Chief Financial Officer is responsible for initiating all outgoing wire transfer requests.

Chief Executive Officer should approve all wire transfers regardless of amount.

Finance team is responsible for processing all incoming wire transfers.

**Definitions:** ABA The American Bankers Association or ABA number is a unique routing identification code is issued to a Federal or State chartered financial institution which is eligible to maintain an account at a US Federal Reserve Bank. The ABA Routing Number (a.k.a. ABA number; Routing Transit number) is used to identify participants in automated clearinghouses, electronic funds transfer, and on-line banking.

**Procedure:**

**1.0 INCOMING WIRES**

**1.1** Wire transfers are processed the same as a check in accordance with the CSH102 CASH RECEIPTS AND DEPOSITS procedure.

**1.2** Upon the banks receipt of the wire transfer the bank may create a wire transfer notification. Normally these are mailed but many banks may also provide notification via e-mail, phone, fax, or via an on-line banking interface. The bank notification serves as documentation the the money has been received.

**2.0 OUTGOING WIRES**

**2.1** The Chief Financial Officer will initiate wire transfers as necessary. This will take place on the secured website maintained by the Organization's bank. Chief Executive Officer must approve all wire transfers by logging into the bank's secured website and approving the transfer. Wire transfers cannot be made without this secondary authorization.

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- 2.2** Wire transfers should originate from a checking account. Reference A - FRB Reg D. - establishes limits on transfers from savings or money market accounts but there are no limits on transfers from checking accounts.

**References:****A. FRB REG D: RESERVE REQUIREMENTS OF DEPOSITORY INSTITUTIONS**

Defines consumer depository accounts (e.g., checking, savings, money market, CDs, transactions etc.) and the rules governing those accounts. This law also requires that financial institutions keep a minimum amount of reserve deposits either as vault cash or with the Federal Reserve.

The Federal Reserve Board's Regulation D limits the number of certain withdrawals and transfers from savings accounts. All financial institutions are subject to this regulation. Examples savings accounts affected by this regulation include: Regular Savings and Money Market accounts. Transactions on Checking accounts are not limited.

Regulation D, allows up to six (6) preauthorized or automatic withdrawals or transfers to another account at the same financial institutions or to a third party during a calendar month. There may be no more than three (3) of these six (6) transfers by check, debit card, or similar order, clearing an account. A "preauthorized transfer" includes arrangement the credit union make either to pay a third party, one time, on written or verbal instruction, or to pay a third party on a fixed schedule, (i.e. bill payer, ACH authorizations).

**B. FRB REG E: ELECTRONIC FUND TRANSFER ACT**

Establishes the rights, liabilities and responsibilities of all parties involved in electronic fund transfers and protects consumers when they use such systems. Examples of these transactions include those at automated teller machines, telephone bill-payment plans, point-of-sale purchases and pre-authorized transfers to and from a consumer's account (such as direct deposit and regular utility and mortgage payments).

Regulation E prescribes rules for the solicitation and issuance of EFT cards; governs consumers' liability for unauthorized electronic fund transfers (resulting, for example, from lost or stolen cards); requires institutions to disclose certain terms and conditions of EFT services; provides for documentation of electronic transfers (on periodic statements, for example)- sets up a resolution procedure for errors; and covers notice of crediting and stoppage of preauthorized payments from a customer's account.

Stored-value cards (also known as "smart cards") and home banking by personal computer would be subject to Regulation E because the act governs electronic fund transfers.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

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**SOP # CSH105 Revision: 0**  
**Effective Date: 2/14/13**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title:** CSH105 CHECK SIGNING AUTHORITY

**Policy:** MPS Board of Directors appoints and approves employees authorized to sign checks.

**Purpose:** To outline the check signing authority process.

**Background:** While a hired accountant, office manager, or accounting clerk may be responsible for entering bills, paying bills, and printing out checks, all printed checks and related documentation should be presented to a second individual for signing. No one person or employee should be allowed to enter invoices, select invoices for payment, then print and sign checks. At a minimum, this process requires at least two individuals to ensure the integrity of the accounting system remains intact.

**Scope:** This procedure applies to all regular bank checking accounts of the Organization.

**Responsibilities:**

Chief Executive Officer is responsible for adding and removing check signing authority. Any change made is subject to board approval.

Chief Financial Officer is responsible for managing the check signing authority process and alerting all individuals and banks of any changes to authority.

**Procedure:**

**1.0 AUTHORIZED CHECK SIGNERS**

**1.1** The Board of Directors and the Chief Executive Officer should approve authorized check signers in writing. All approvals should be forwarded to the Chief Financial Officer for processing.

**1.2** The Chief Executive Officer and Chief Financial Officer should have check signing authority.

**1.3** For back-up purposes, it is advisable to have at least three check signers authorized for each checking account. One should be the Chief Financial Officer or primary signer and the other should be the Chief Executive Officer or secondary check signer. The third should be a back-up signer. The back-up signer should be a trusted individual but not necessarily an employee. It could be a board member or another principal in the Organization. A back-up signer will ensure continuing operations in case both the primary and secondary signers become incapacitated for any period of time.

**1.4** If the check signer also authorizes purchase orders, their access to the QuickBooks

accounting system should be limited to “read” access as to maintain proper segregation of duties.

## **2.0 CHANGING CHECK SIGNERS**

**2.1** The Executive Assistant/Board Secretary receives all approval paperwork and should prepare and maintain a file record of all authorized check signers and CSH105 CHECK SIGNING AUTHORITY LOG.

**2.2** The CHECK SIGNING AUTHORITY LOG should be kept current of all individuals and their status to sign checks as soon as their status changes. The log should contain the following information:

- Recipient name / position or title
- Authority start date
- Authority end date
- Maximum expenditure authority level

**2.2** Contact the bank that administers the checking account for details on adding, changing, or removing check signers from a checking account. Normally this is a simple process of presenting identification and signing a card to be placed on file at the bank.

Banks maintain an authorized check signer’s card for each checking account. Only those individuals listed on the authorized check signer’s card may sign checks.

**2.3** The Chief Executive Officer or the Board of Directors may revoke check signing authority. Any person who is no longer entitled to sign Organization checks will be notified in writing. The Chief Financial Officer will oversee the proper notification of the Organization's banks whenever authorized signature changes are made.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/14/19	Authorized signer	Nanie Montijo, CFO

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**SOP # CSH106 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH106 CHECK MATTERS**

**Policy:** To ensure efficient processing and record keeping all check matters will need to be handled and documented appropriately.

**Purpose:** To describe the process for matters relating to checks.

**Scope:** All checks.

**Responsibilities:**

Chief Financial Officer or Finance team is responsible for managing other check matters.

**Procedure:**

**1.0 CHECK ORIGINATION**

**1.1** The Organization permits the use of manual checks for payroll related payments after the board approved process is followed.

**1.2** In no instance can the payee of a check be made to “Cash”.

**2.0 CHECK STOP PAYMENT**

**2.1** It is important to place the stop payment information on the account as quickly as possible to prevent losses. The following information should be obtained and recorded on the bank’s Stop Payment Form or address online:

- Requester’s name and department
- Account number
- Check number
- Date of the check
- Who the check is made payable to
- Amount of the check
- Reason for the stop payment

**2.2** The stop payment information above should be forwarded to the Finance team or Chief Financial Officer who will contact the bank to put a stop on the check.

**2.3** An authorized check signer may need to sign the bank’s Stop Payment Form or address online, typically within ten business days. Normally, stop payments are placed on the account for approximately six months.

**2.4** To release the stop payment, an authorized check signer may need to contact the bank and sign a release. Note: signing the release allows the check to be paid.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	
2	10/14/19	Revision to permit use of manual checks	Nanie Montijo, CFO

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**SOP # CSH107 Revision: 1**  
**Effective Date: 2/8/18**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH107 BANK ACCOUNT RECONCILIATIONS**

**Policy:** To ensure the accuracy of the Organization's bank account records by proving the monthly balance shown in the bank's Account Register.

**Purpose:** To outline the practices for preparation of a Monthly Bank Reconciliation

**Scope:** This applies to all bank accounts maintained by the Organization.

**Responsibilities:**

Chief Financial Officer or designee is responsible for review and approval of all reconciliations.

Back-office service provider is responsible for reconciling each site's respective checking account.

**Background:** Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to prove the monthly balance shown in the bank account register. Cash on deposit with a bank is not available for count and is therefore proved through the preparation of a reconciliation of the Organization's record of cash in the bank and the bank's record of the Organization's cash that is on deposit.

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**Procedure:****1.0 BANK STATEMENT PREPARATION**

**1.1** After receipt of the monthly bank statement and/or online printing of the monthly bank statement, back-office accountant should prepare the monthly bank reconciliation as follows:

- By the 15<sup>th</sup> of the following month for MSA 1, MSA 2, MSA 3 and MSA 5 and;
- By the 20<sup>th</sup> of the following month for MSA 4, MSA 6, MSA 7, MSA 8, MSA SA and MSA SD

After preparation, the back-office client manager will carefully review the bank reconciliation. Once reviewed, the bank reconciliations are sent to the Finance Team for final review and approval. To preserve proper segregation of duties, no single employee, should perform both cash transaction functions and bank account reconciliations.

**2.0 COMPUTERIZED FORMAT**

**2.1** In the computerized environment, the accounting system provides an automated bank reconciliation task. This task is generally selected once a month in conjunction with receiving the month end bank statement and/or online printout of the month end bank statement. Once selected, the screen shows a list of all items that have been posted to the cash account and that have not been cleared from the previous month's account reconciliation. The screen is usually divided into two segments: one half is a list of all checks and other charges reducing cash, and the other half is a list of all deposits and other items increasing cash. This screen would also have a field for entering the proper month end date and the balance at month end, per the bank.

**2.2** After the account-reconciling task is successfully completed, a report is provided which shows the reconciliation process, including outstanding checks and deposits in transit.

Note: Once completed, the bank reconciliations and bank statements are filed electronically.

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**Revision History:**

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0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

**SOP # CSH108 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH108 INTER-ACCOUNT BANK TRANSFERS**

**Policy:** To ensure the accuracy of the Organization's bank account records by providing documentation of bank transfers.

**Purpose:** To outline the practices for preparation of an inter-account bank transfer

**Scope:** This applies to all bank accounts maintained by the Organization.

**Responsibilities:**

Chief Executive Officer is responsible for review and approval of all inter-account bank transfers

Chief Financial Officer is responsible for performing all inter-account bank transfers.

**Background:** Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to authorize all inter-account bank transfers.

**Procedure:**

**1.0 INTER-ACCOUNT BANK TRANSFER**

**1.1** Back-office provider monitors the balances in the bank accounts to determine when there is a shortage or excess in the checking account. Back-office provider recommends to the Chief Financial Officer when a transfer should be made to maximize the potential for earning interest or when funds are needed for processing payroll or other transfer needed. The Chief Financial Officer will determine when to make a transfer and in what amount. After the transfer has been initiated by the Chief Financial Officer, the Chief Executive Officer must log into the online banking system in order to complete the bank transfer process. A copy of the transfer is given to Back-office provider.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

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**SOP # CSH109 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH109 JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES**

**Policy:** To ensure the accuracy of the Organization's books and records by proving documentation of journal entries and reclassification entries. All journal entries shall be authorized in writing by the Finance Manager initialing or signing the entries.

**Purpose:** To outline the practices for preparation of journal entries and reclassification entries.

**Scope:** This applies to all accounting transactions performed by the Organization.

**Responsibilities:**

The Chief Financial Officer is responsible for review and approval of all journal entries and reclassification entries.

Back-office provider is responsible for performing all journal entries and reclassification entries

**Background:** Journal entries can directly affect the presentation of financial statements. Therefore, it is necessary to authorize all journal and reclassification entries.

**Procedure:**

**1.0 JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES**

**1.1** The Chief Financial Officer the Financial Analysts and Back-office provider monitor the balances in the accounting records of the Organization.

All general ledger entries including audit adjusting entries, reclassification entries, or other such journal entries shall be supported by journal vouchers or other documentation, which shall include a reasonable explanation of each entry.

Examples of such journal entries include:

1. Recording of noncash transactions
2. Corrections of posting errors
3. Non-recurring accruals of income and expenses

Certain journal entries, called recurring journal entries, occur in every accounting period. These entries may include, but are not limited to:

1. Depreciation of fixed assets
2. Amortization of prepaid expenses

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3. Accruals of recurring expenses
4. Amortization of deferred revenue

Support for recurring journal entries shall be in the form of a schedule associated with the underlying asset or liability account or, in the case of short-term recurring journal entries or immaterial items, in the form of a journal voucher.

It is the policy of MERF that all journal entries not originating from subsidiary ledgers shall be authorized in writing by the Chief Financial Officer initialing or signing the entries.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

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**SOP # CSH110 Revision: 1****Prepared by: Central Office****Effective Date: 11/12/15****Approved by: BOD****Title: CSH110 PETTY CASH PURCHASES****Policy:** The Organization does not permit the use of petty cash.**Scope:** This applies to all petty cash transactions.**Revision History:**

<b>Revision n</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Removal of petty cash use	Oswaldo Diaz, Chief Financial Officer

**SOP # CSH111 Revision: 3**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH111 CREDIT CARDS AND DEBIT CARDS**

**Policy:** It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities. The Organization does not permit the use of debit cards. The use of credit is the same as handling cash; every precaution must be taken to account for all funds, whether Federal, State or otherwise, and the most efficient and effective purchasing procedures as well as internal controls will be implemented to safeguard Organization funds.

**Purpose:** To be able to use credit cards in a controlled manner that allows for purchases such as travel and where a check and/or purchase order is not accepted.

**Scope:** This applies to transactions at the discretion of the School Principal, Chief Executive Officer and Chief Financial Officer.

**Definitions:** Batch. All of the day's credit card transactions are collected into a "batch" of transactions. The batch is closed, usually at the end of the day, and the result is submitted to the merchant processor as a single "batch".

Settlement. The processor clears the credit card transactions in the batch and the result is "settled" to the designated bank account. Settlement varies by Credit Card organization but usually occurs in 2-3 days after a batch is closed.

Processor. The processor is responsible for authorizing credit card transactions and settling each batch. The processor is also the Organization that one must interface with on all discrepancies or "chargebacks".

**Chargebacks. A chargeback occurs when a customer (cardholder) disputes a charge that appears on their monthly credit card statement. If the dispute is unable to be resolved then the transaction is charged back to the merchant. The processor charges the merchant and returns the cardholder's money.**

**Responsibilities:**

School Principal is responsible for authorization of credit card transactions up to \$10,000 in accordance with the approved budget.

Chief External Officer, Regional Directors and Chief Financial Officer are responsible for authorization of credit card transactions up to \$10,000 and over, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

Chief Executive Officer is responsible for authorization of credit card transactions up to \$50,000, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

Accounts Payable Specialist and Back-office provider are responsible for recording the transactions in the accounting records and reconciling credit card receipts to the credit card statements in accordance with CSH107 Bank Reconciliations.

**Background:** On occasion, the Chief Executive Officer and other senior management may not be in the position to carry a lot of cash or may need to use a credit card for purposes of travel arrangements. Under these circumstances and as considered necessary by Organization management, credit card transactions are acceptable.

## **Procedure:**

### **1.0 CREDIT CARDS**

#### **1.1 Issuance of Corporate Credit Cards**

Corporate credit cards are issued to personnel who travel on Organization business or have a legitimate need to purchase goods and services, either in person or on-line or when a purchase order cannot be approved in time or a purchase order is not accepted by a vendor. These cardholders will be required to sign a statement (CSH111 Ex1 Use of Credit Cards and Debit Cards Certification) acknowledging that the card shall be used exclusively for legitimate Organization- related business purposes and that the cardholder agrees to take reasonable precautions to protect the card from loss or theft by storing it in a secure location. Upon approval from the credit card company, a card will be issued bearing the names of both the individual and the Organization.

Cardholders, while working with other Organization staff, must plan activities and travel requests with sufficient time in order to avoid the use of credit cards.

Cardholders abusing this privilege may have the card revoked if it is determined that sufficient time was available in order to request and receive approval for a purchase order.

When using the credit card for internet purchases, cardholders should ensure that the site utilizes industry recognized encryption transmission tools.

All corporate credit cards will be issued from the same vendor to enhance the purchasing power of the credit card and to provide for efficient on-going monitoring of all purchases made with the credit card(s).

#### **1.2 Cardholder Responsibilities**

Every month, each cardholder will be provided with a statement detailing the expenditures that were charged to his/her corporate credit card. The cardholders will submit all receipts for purchases of goods and services to the Finance Department within seven (7) days attached to the debit/credit card monthly statement after making any purchase. All documents will be initialed by the cardholder. In any instance of a missing receipt, payment will be the responsibility of the cardholder.

Should the Accounts Payable Specialist identify any inadvertent personal or unauthorized uses of the card, the card statement as well as all backup documentation will be forwarded to the Chief Financial Officer, for review.

The Chief Financial Officer, will discuss with the cardholder any charges of concern and the card member will be required to reimburse the Organization immediately for any such inadvertent personal charges or unauthorized charges.

Excessive inadvertent personal charges will be grounds for revoking credit card privileges. Personal use of corporate credit cards is strictly prohibited. Any personal use will subject the employee to the Organization's disciplinary actions.

Any fraudulent or other unauthorized charges shall be immediately pointed out to the Chief Financial Officer, for further investigation with the credit card provider and at the discretion of the Chief Financial Officer may be required to be reimbursed by the individual cardholder who purchased the unauthorized transaction.

The Organization requires the following review and approval procedures:

- The cardholder will review the card statement to ensure only their own approved charges are listed on the statement. Any charges not made by the cardholder will be identified and discussed with the Accounts Payable Specialist.
- The Chief Financial Officer will approve credit card usage by the Principals, and the Chief Executive Officer will approve credit card usage by the Chief Financial Officer, and the Board of Directors Chairperson will approve credit card usage by the Chief Executive Officer.
- The Accounts Payable Specialist will review all charges on the card statement against all purchase documents submitted by the cardholder.
- The Chief Financial Officer, will review charges and supporting documentation prior to the monthly card statement being approved and included for payment.

Cardholders shall report the loss or theft of a corporate credit card immediately by notifying the credit card company (24 hours a day, seven days a week) as well as the Chief Financial Officer. In the event of theft of the card, a police report will be filed by the cardholder and a copy of the report will be maintained for insurance purposes.

### **1.3 Revocation of Corporate Credit Cards**

Failure to comply with any of these policies associated with the use of the Organization's corporate credit cards shall be subject to possible revocation of credit card privileges. The Chief Financial Officer, with the approval of the Chief Executive Officer or Board Chairperson, shall determine whether credit cards are to be revoked.

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**1.4 On-going Monitoring of Corporate Credit Cards**

The Organization will implement continuous on-going monitoring of the use of corporate credit cards to ensure only authorized expenditures are made with the credit cards. Credit card usage must follow the same criteria as all other purchases; i.e., allowable, reasonable, necessary, and allocable, where required.

In addition, the Board of Directors may, from time to time, authorize unannounced monitoring of the use of corporate credit cards.

Corporate credit cards will be assigned only to the Chief Executive Officer, Chief External Officer and Principals and all charges to that assigned card will be the responsibility of that employee. Employees authorizing the use of the credit card by other Organization employees, parents or friends, will be subject to disciplinary action.

**1.5 Employee Personal Credit Cards**

With prior approval from the Chief Executive Officer and/or Chief Financial Officer, the Organization employees may incur legitimate Organization business expenses utilizing their personal credit cards for such expenditures. The Organization shall reimburse employees according to Organization reimbursement policy (PUR106 Reimbursements).

**2.0 DEBIT CARDS****2.1 Debit Card Policy**

The organization does not permit the use of debit cards.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	2/13/15	Revision of credit and debit card limits and controls	Oswaldo Diaz, CFO
2	7/21/16	Revision of credit card limits and controls	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	
4	12/10/2021	Revision of credit card limits and controls	Serdar Orazov, CFO

**CSH111 Ex1 USE OF CREDIT CARDS AND DEBIT CARDS  
CERTIFICATION**

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Certification of receipt of the Organization Policy and Procedures on the “Use of Credit and Debit Cards”:

I, \_\_\_\_\_, hereby certify that I have received  
(Print name of employee) (Position)  
and understand the above-stated policy and procedures and I will comply with those  
procedures. Failure to comply with the procedures may subject me to disciplinary action as  
outlined in the Organization Human Resources Policies and Procedures Manual.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer

\_\_\_\_\_  
Date

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**SOP # CSH112 Revision: 2**  
**Effective Date:9/5/2017**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH112 INTRA-ORGANIZATION RECEIVABLES AND PAYABLES (DUE TO/DUE FROM)**

**Policy:** To ensure that intra-organization transactions between individual charter schools and the central office are processed correctly

**Purpose:** To outline the practices for intra-organization transactions between individual charter schools and the central office

**Scope:** This applies to all charter schools operated by the Organization.

**Responsibilities:**

Chief Financial Officer is responsible for performing the intra-organization transactions with approval from the Board of Directors.

The Finance Department is responsible for alerting Back-office provider regarding intra-organization transactions. Back-office provider is responsible for recording it into the accounting system, and ensuring accuracy of fiscal year-end balances.

**Background:** Charter schools are highly dependent on government funding to operate. Government cuts and funding deferrals can result in cash shortages for schools. Therefore the need arises to allocate resources from other schools to cover any shortfall. It is necessary to correctly record transactions between the charter schools and the central office in order to properly determine each school's receivable/liability.

**Procedure:**

**1.0 INTRA-ORGANIZATION TRANSACTIONS**

**1.1** The Chief Financial Officer, with the support of the Finance Department and Back-office provider, monitors cash balances daily for the charter schools. When a charter school realizes a need for funds, the Chief Financial Officer will assess resource levels for the other schools as well as the central office. If the central office does not have sufficient funds to advance to the charter school requestor, at the discretion of the Chief Financial Officer, the Chief Financial Officer may transfer funds from a charter school with surplus funds into the central office. The Chief Financial Officer may then transfer funds to the charter school requestor from the central office. For policy regarding inter-account bank transfers, refer to **CSH108 INTER-ACCOUNT BANK TRANSFERS**.

**1.2** At the end of the fiscal year, each school's receivable or payable account will be reconciled in accordance with **G&A105 PERIOD-END REVIEW & CLOSING**. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office to document the amount owed and repayment terms.

Accounting Policies, Procedures and Forms

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>2/14/13</b>	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/2017	Revision to clarify processes and positions	
3	5/9/2019	Revision to use terminology consistent with FCMAT manual	N. Montijo, CFO

Accounting Policies, Procedures and Forms

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**SOP # CSH113 Revision: 2****Prepared by: Central Office****Effective Date:9/5/17****Approved by: BOD****Title: CSH113 FINANCIAL RESERVES****Policy:** To ensure each charter school maintains a fund reserve in order to protect itself from unforeseen revenue shortfalls or unexpected expenditures.**Purpose:** To describe responsibilities and monitoring procedures over each charter school's fund reserve**Scope:** This applies to all charter schools operated by the Organization.**Responsibilities:**

Back-office provider is responsible for day to day monitoring of charter school cash accounts and ensuring their accuracy.

Chief Financial Officer is responsible for oversight over charter school cash accounts as to ensure that required fund reserve amounts are met.

**Background:** California regulations state that the following reserve amounts must be maintained:

- Greater of 5% of prior year operational expenditures or \$55,000 for districts with 0-300 ADA
- Greater of 4% of prior year operational expenditures or \$55,000 for districts with 301-1,000 ADA

**Procedure:****1.0 FUND RESERVE BALANCES**

**1.1** Back-office provider will monitor the cash balance for each charter school to ensure its accuracy and to be able to project future amounts. This will be accomplished through timely bank reconciliations and regular budget vs. actual comparisons. This process is critical to quickly detect any potential cash shortages so expenditures can be modified or more resources can be requested.

**1.2** If the required fund reserve amount for a charter school cannot be met, the Chief Financial Officer with the support of Back-office provider will need to determine where cash can be derived from in order to restore the fund balance. This can come from central office funds or from another charter school with surplus funds. See CSH112 INTERCOMPANY RECEIVABLES AND PAYABLES (DUE TO/DUE FROM) for this procedure.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service processes	Oswaldo Diaz , CFO
2	9/5/17	Revision to clarify processes and positions	

**SOP # PYR101 PAYROLL DESK PROCEDUR Prepared by: Central Office**  
**Effective Date: 2/14/13 Approved by: BOD**

**Title: PYR 101 PAYROLL DESK PROCEDURE**

**Policy:** To clearly define responsibilities and procedures in processing the organization's payroll and implementation of the online payroll system in accordance with the generally accepted accounting principles.

**Purpose:** To outline and list areas of responsibilities for each group involved in the payroll process.

**Scope:** This applies to all staff of the organization.

**Responsibilities:**

Human Resources is responsible for setup and maintenance of all employee profiles

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payroll.

Back-office service provider is responsible for accurate bookkeeping and analysis of payroll expenses.

**Background:** Personnel Cost is usually 70-75% of the organization's total operating expenses. It is vital that the organization administers the payroll process efficiently and in compliance with education codes and requirements.

## Procedure:

- **HUMAN RESOURCES**
  - Coordinates job postings and complete new hire paperwork, ensures accuracy and completeness of all new hire procedures and collection of paperwork prior to start of work
  - Processes termination info and informs Finance Team whenever final checks are needed
  - Monitors all credential and other expiration dates
  - Ensures accurate employee withholdings/deductions in 3<sup>rd</sup> party payroll system as agreed to by employee
  
- **EMPLOYEE**
  - Signs in and out of automated system each day
  - Completes employee profile in online payroll system, which generates deductions and provides required information to HR
  
- **PRINCIPAL/SUPERVISOR**
  - Reviews/approves time and attendance reports and submits to Finance Team to initiate payroll processing
  - Enters all supplemental pay in payroll system on or before designated cutoff date
  - Submits signed schedule of all approved supplemental pay (i.e. stipends, home visits, Saturday School extra duty) to Finance Team each pay period
  - Notifies HR of any new hires, terminations, status or pay changes
  
- **FINANCE TEAM**
  - Confirms approvals from principals/HR prior to generating payroll
  - Runs payroll and generates reports for review
  - Reviews each payroll register, verifying:
    - Proper pay rate
    - Hourly staff – number of hours per pay period look reasonable
    - Extra pay/stipends are documented, approved and accurate as to amount and funding source
    - Employee retirement deductions are accurate and reasonable
    - STRS members have earnings properly treated in paycheck and correct STRS rates are being used
    - No OASDI withheld for any STRS members
    - Classified staff – PERS members have proper withholdings and OASDI deducted and correct PERS rates are being used

Accounting Policies, Procedures and Forms

- Only PERS or STRS creditable earnings are included in deduction calculations
- Non-PERS classified staff hours are being tracked and any newly eligible PERS members (>1000 hours in a fiscal year) are added as PERS members
- Process payroll, prints registers and files all supporting documentation including but not limited to: STRS/PERS contributions, Other Retirement Contributions, Payroll Tax Reports, Health and Welfare deductions and contributions to service providers
- Processes final paychecks and coordinates with back-office provider for delivery of checks if not processed in-house
- **BACK OFFICE**
  - Process ECR for final paychecks if not processed in-house
  - Uploads journal entries to record payroll in general ledger each pay period
  - Performs analytical procedures on payroll expenses as part of month-end close process

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	3/09/17	Initial Release	Nanie Montijo, CFO

## **Accounting Policies, Procedures and Forms**

**SOP # PYR 102 Revision:**  
**Effective Date: 1/17/19**

**Prepared by: Central Office**  
**Approved by: BOD**

### **Title: PYR 102 TIME KEEPING PROCEDURE FOR FEDERALLY FUNDED EMPLOYEES**

#### **Policy:**

To clearly define responsibilities and timekeeping procedures in tracking specific program cost information.

#### **Purpose:**

To outline and document timekeeping of a grant, award or program costs MPS uses to track expenditure information to ensure it spends a specific amount for a specific purpose.

#### **Scope:**

This applies to all staff paid with federal funds.

#### **Responsibilities:**

Human Resources is responsible for setup and maintenance of all employee profiles on Paycom.

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payroll; in addition to maintaining and keeping records of all federally funded employees.

Back-office service provider is responsible for accurate bookkeeping and financial reporting.

## Accounting Policies, Procedures and Forms

### Procedure:

Employee Compensation - All amounts paid to an employee for services rendered during the award period. Compensation includes salaries, fringe benefits, stipends, bonuses and payments made under supplemental contracts.

Multiple Cost Objectives Employees - Employees who work on multiple cost objectives such as:

- More than one Federal award;
- A Federal award and a non-Federal award;
- More than one activity within a federal award that is separately tracked by MPS (such as set-asides, earmarks or match/in-kind contributions).

Personnel Activity Report (PAR) - A document certifying the amount of time a multiple cost objective employee spends on each cost objective. The PAR must reflect an after-the- fact distribution of the activities performed; account for the total activity for which the employee is compensated; be prepared bi-weekly and coincide with one or more pay periods; and be signed by the employee.

Semi-Annual Certification - A document certifying a *single cost objective* employee worked solely on *one cost objective*. The certification must be prepared at least every six months and must be signed by the supervisory official having first-hand knowledge of the work performed by the employee.

#### Periodic Certification

An employee who works in multiple cost objectives on a set schedule (predetermined). The periodic certification must be prepared at least semiannually and cover the entire period of the certification and must signed by the supervisory official.

All employees paid with federal funds must adhere to the following procedures to complete the appropriate time and effort records.

### Determining Cost Objectives -

A cost objective is defined as a federal grant award, or other category of costs MPS uses to track specific cost information. In certain circumstances MPS may track the time employees spend on particular activities *within* a single federal grant in order to demonstrate compliance with federal requirements such as earmarks, set-asides or match/in-kind contributions. When MPS uses employee compensation costs to meet these requirements they are known as —cost objectives. In such a circumstance, an individual grant program may have more than one cost objective.

Determining cost objectives requires a careful reading of the programmatic provisions in the statute providing the funds. Employees should contact the Principal if assistance is needed in determining the cost objectives on which they work.

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### Single Cost Objective Employees -

An employee who works on a single cost objective must complete a semi-annual certification that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be collected and reviewed at least every six months by the Principal, or his/her designee. Either the employee or a supervisor with first-hand knowledge of the work performed by the employee must sign the semi-annual certification.

A semi-annual certification must:

- Be executed after the work has been completed;
- State that the employee worked solely on activities related to a particular cost objective;
- Identify the cost objective;
- Specify the reporting period;
- Be signed by the employee or a supervisor with first-hand knowledge of the work performed; and dated.

The supervisory official for all single cost objective employees must complete the semi-annual certification attached to these procedures.

If an employee works on a short-term cost objective whose end date does not coincide with the normal December/June collection dates for semi-annual certifications (e.g. a supplemental contract for summer school programs), the employee must obtain a semi-annual certification from the Supervisor after the time period for the work has ended.

All supervisory officials of single cost objective employees with first-hand knowledge of the work performed by the employee must complete and sign the semi-annual certification provided by the Supervisor

Executed semi-annual certifications must be forwarded to the Finance Department

### Multiple Cost Objective –

Employees working on multiple cost objectives must maintain Personnel Activity Reports (PARs) or The Periodic Certification If they have a predetermined schedule. The report indicates the amount of time spent on each cost objective for the period covered by the PAR or equivalent documentation. The PAR must be prepared at least monthly, Periodic Certification must prepared at least semiannually. The employee must sign the PAR or equivalent documentation. An employee time card can be used in place of a PAR. Timecards will be documented and maintained by the MPS payroll department.

A PAR or equivalent documentation must:

- Be executed after the work has been completed (projections of how an employee is expected to work or position descriptions are not sufficient);
- Account for the total activity for which each employee is compensated, including

## Accounting Policies, Procedures and Forms

part- time schedules or overtime (total activity means all of the time an employee works, not just the amount of time worked on a federal program);

- Identify the cost objectives;
- Specify the reporting period;
- Be signed by the employee (unlike a semi-annual certification a supervisor's signature alone is not sufficient); and
- Be dated after the fact (when the work has been completed).

At the beginning of each year, Finance Department will distribute blank PARs or Periodic Certification forms to the Principals that are required to complete on a bi-weekly basis throughout the year.

Copies of executed PARs, or approved equivalent documentation, must be forwarded to Finance Department every 2 weeks, Periodic Certification must be forwarded after the time period of work has ended.

### Supplemental Contracts –

As discussed above, time and effort records must account for all of an employee's activities (i.e. 100% of an employee's time). Thus, if an employee works overtime that time must be reflected in the employee's time and effort record. If, however, an employee works in two distinct positions the employee may maintain separate time and effort records for each position.

For example, an employee works as a Title I teacher during the school day (charged to Title I) and a sports coach after school (charged to state or local funds). Assuming the coaching responsibilities are not part of the employee's regular job functions (e.g. the employee has a supplemental contract for the coaching position), the employee may treat each position separately – meaning the employee may complete a semi-annual certification for the teaching position, while no federal time and effort record would be required for the coaching position. In a similar example, an employee works as a Title I teacher during the school day (charged to Title I) and an after-school federally funded teacher. Assuming the after school activities are not part of the employee's regular job functions, the employee may complete a semi-annual certification for Title I teaching position and a separate semi-annual certification for the other supplemental federal program.

### Stipends –

Employees may be provided stipends to participate in activities such as professional development. Employees receiving such stipends for MPS sponsored activities may satisfy time and effort records by signing the sign-in and sign-out sheets provided at the activity.

### Reconciliation –

It is MPS's practice to charge employee compensation costs to federal programs based on

budget estimates that reasonably approximate how an employee will work during the year. The MPS back office service provider will reconcile payroll charges to the time and effort reflected in employee time and effort records at least quarterly. If any MPS staff or back office service provider staff identifies a variance between how an employee’s salary was charged and how the employee actually worked, MPS Finance staff will review and adjust its payroll charges so that the amount charged to federal funds reflects the employee’s actual time and effort. MPS will perform the reconciliation quarterly.

**In-Kind Contributions and Matching –**

Employees who are paid with non-federal funds that will be used to meet a federal match requirement (also known as in-kind contributions) must comply with the same time and effort reporting requirements as employees who are paid with federal funds. In other words, employees paid with matching funds who work on a single cost objective must complete a semi-annual certification in accordance with the procedures in section b. Employees paid with matching funds who work on multiple cost objectives must complete a personnel activity report in accordance with the procedures in section c.

**Document Retention –**

Time and effort records must be maintained for a period of five (5) years.

***TRAINING***

MPS will provide training on this procedure to all staff involved in federal programs such as:

- Distribution of federal laws, regulations and guidance
- Distribution of MPS policies and procedures
- Developing templates, checklists and other guidance documents as appropriate
- Internal training sessions
- Routine staff meetings and
- Informal technical assistance

**Accounting Policies, Procedures and Forms Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	1/17/19	Initial Release	Nanie Montijo, CFO

**SOP # INV101 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: INV101 FIXED ASSET CONTROL AND LEASES**

**Policy:** Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting.

**Purpose:** To outline the procedures for acquiring, disposing and maintaining control of capital assets. This is particularly important for assets purchased with grant program dollars where the grantee may want the equipment returned at the end of the program.

**Scope:** This procedure applies to all equipment with a value of \$500 or more and furniture a value of \$5,000 or more.

**Responsibilities:**

School Principals are responsible and accountable for furniture, equipment, machinery and any other assets in their schools. An automated fixed asset tracking system will be implemented for tracking and tagging assets to be inventoried.

**Definitions:**

**Capitalized Equipment:** All furniture and equipment costing \$5,000 or more each should be recorded in the fixed assets inventory system and depreciated annually.

If purchased in bulk over the \$5,000 threshold, these items may also be deemed capitalized. For capital assets that are acquired as a “group purchase” whose individual acquisition cost is less than the \$5,000 threshold, it will be capitalized if the aggregate amount is \$5,000 or above. A “group purchase” is defined as an acquisition of 5 or more units of the same, identical item being made using a single requisition. In addition, the purchase of the assets serves a specific location or objective. For example, a decision is made to upgrade a computer lab. This will require 10 new computers located in a single area. Individually the computers cost \$1,000; however, the aggregate cost of the 10 computers will be \$10,000. The purchase is capitalized as a group purchase.

**Non-Capitalized Equipment:** No equipment costing less than \$5,000 each should be depreciated. However, non-capitalized equipment that is motorized, electronic, or computerized should be added to the fixed assets inventory system for fiduciary purposes only so that its existence can be verified during the annual physical inventory process.

**Furniture:** No furniture items costing less than \$5,000 each should be added to the fixed assets inventory system or depreciated

## Accounting Policies, Procedures and Forms

## Procedure:

**1.0 ACQUISITIONS**

- 1.1** All purchases of furniture and equipment as defined above must be tagged and included in the inventory listing.

See PUR102 for the procurement process to be followed.

- 1.2** Any internally constructed or donated equipment will be reported to Finance Team if the item cost has a value of \$5,000 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

- 1.3** To maintain proper segregation and control upon termination of any employees, any employee owned tools, equipment or furniture brought on the Organization premises will be reported to the School Principal. The report should include the employee's name, description of items, identification numbers, if any, and reason for using the asset.

**2.0 DISPOSITIONS**

- 2.1** Assets may be sold or traded-in on new equipment. An example INV103 Ex1 ASSET DISPOSITION form or updating of Excel workbooks is to be completed and approved by the School Principal. Any assets with an original value greater than \$5,000 will also require the Chief Financial Officer's approval.

Upon approval, the school may advertise the property for sale or submit a list to purchasing for sale and disposition. After completion of the sale, an example INV103 Ex2 BILL OF SALE provided below will be issued and the ASSET DISPOSITION form will be submitted to Finance Team who will ensure deletion of the item from the asset records and submit paperwork to back-office provider to record any gain or loss on the disposition.

- 2.2** Worn-out or obsolete property with no cash value will be reported to Finance Team on the Asset Disposition form with the description, serial number and condition. Finance Team will inspect all worn-out or obsolete property before it is removed from the school and discarded. The asset will then be removed from the asset records.

- 2.3** Any asset that is missing or has been stolen will be reported in writing to the School Principal and Finance Team as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

Accounting will determine the proper course of action and will notify the company's insurance carrier and any outside authorities if deemed appropriate. If un-recovered, the asset will then be removed from the asset records.

- 2.4** Inter-school transfers of assets will be reported to Accounting in writing including the description, serial number and the name of the school to receive the property.

The School Principal to whom the item was assigned originally will be held accountable until accounting is notified of the transfer. After being notified, the School Principal acquiring the property assumes responsibility. Accounting will then record the inter- school transfer on the asset records.

### **3.0 ASSET RECORDS**

- 3.1** Upon any asset acquisition, Accounting is responsible for assigning and attaching asset number tags to the property where it can be readily located.

Accounting will then maintain a detailed listing of each fixed asset item which will include the description, date acquired, vendor, cost basis, assigned school and location. On an annual basis, accounting will furnish each school a report showing a listing of assets assigned to that school and any acquisitions, disposals and transfers during the past year. Any discrepancies must be communicated to Finance Team by June 30<sup>th</sup> of each year. This report should be filed by the School Principal for reference and later use.

- 3.2** A physical count will be taken at each site every two years or as needed.
- 3.3** Each school will be responsible for locating assets with its number tag attached that are recorded as assigned to their school whenever requested by Accounting, a county property tax auditor or the company's external auditors.
- 3.4** Whenever a change in School Principal occurs, all items should be accounted for by the outgoing School Principal. The incoming School Principal will accept the responsibility and accountability for the school asset listing upon assuming the position. Accounting can assist with this audit if requested.

### **4.0 LEASED OR OWNED VEHICLES**

- 4.1** The safety and comfort of MERF employees, parents and Board members is of utmost importance. Therefore, MERF has established a policy whereby vehicles, whether leased or purchased, will be retained for a maximum of 100,000 miles or 8 years, whichever is less. The Finance Team will establish a mileage log to ensure vehicles are properly planned and replaced on schedule. Any individual that is assigned a vehicle shall be responsible for maintaining the mileage log and working with the Finance Team in complying with the replacement requirements of this policy.
- 4.2** A mileage log will be retained for each vehicle and all users will note the beginning and ending mileage for all trips. This log will be provided to the designated driver upon pickup of keys for use of a vehicle. Under no circumstances may an employee retain the keys or mileage log overnight unless on an authorized, extended trip requiring overnight accommodations. All keys will be returned to the administrative office or central kitchen upon completion of the day's authorized trips.
- 4.3** The Finance Team will ensure that all vehicles are taken to an authorized vendor for maintenance and service. All vehicles will receive appropriate oil changes on a minimum 5,000 mile schedule. Tires will be rotated at the same time and tires will be replaced after 50,000 miles (or sooner) if believed to be worn beyond prudent safety levels.
- 4.4** The Finance Team will submit RFPs to authorized vehicle dealers and service vendors on an annual basis. All vehicles will be serviced by the same designated vendor(s) for this annual contract period. The only exception will be for vehicles, newly purchased or leased, which provide for free maintenance and service as part of its warranty period or any special arrangements made as part of the purchase or lease of the vehicle.

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- 4.5** Designated drivers must report any problems or issues identified, upon completion of their daily trip(s), to the Finance Team. A “Vehicle Report” must be completed and submitted to the Finance Team immediately upon return from any trip whereby a problem or issue is suspected or identified.
- 4.6** If any driver is involved in an accident, whether with another vehicle or not, the driver must complete an Accident Report form and submit the report form to the Finance Team immediately upon return to MERF. A copy of the report form and instructions for submitting the report and “what to do if involved in an accident” are included in the Exhibits section.

**5.0 LEASES****5.1 Classification of Leases**

It is the policy of MERF to classify all leases in which MERF is a lessee as either capital or operating leases. MERF shall utilize the criteria described in Statements of Financial Accounting Standards No. 13 in determining whether a lease is capital or operating in nature. Under those criteria, a lease shall be treated as a capital lease if, at the time of entering into the lease, any of the following factors are present:

1. The lease transfers ownership to MERF at the end of the lease term;
2. The lease contains a bargain purchase option;
3. The lease term is equal to 75% or more of the estimated economic life of the leased property; or
4. The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using, as the interest rate, the lesser of MERF’s incremental borrowing rate or, if known, the lessor's implicit rate).

All leases that do not possess any of the four preceding characteristics shall be treated as operating leases. In addition, all leases that are immaterial in nature shall be accounted for as operating leases.

MERF shall also maintain a control list of all operating and capital leases. This list shall include all relevant lease terms.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	2/14/17	Revise to clarify process	
2	9/5/17	Revision to clarify processes and positions	

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### INV103 Ex1 ASSET DISPOSITION FORM

Date: \_\_\_\_\_ Requested By: \_\_\_\_\_

School: \_\_\_\_\_

Reasons \_\_\_\_\_ for \_\_\_\_\_ Disposition: \_\_\_\_\_

Description	Serial Number	Date Purchased	Original Cost	Net Book Value	Expected Or Actual Proceeds	Gain or Loss

Principal: \_\_\_\_\_ Date: \_\_\_\_\_ Chief \_\_\_\_\_

Financial Officer: \_\_\_\_\_ Date: \_\_\_\_\_

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## INV103 Ex2 BILL OF SALE

This Bill of Sale is made on (PURCHASE DATE) between (STORE or COMPANY NAME), a (STATE) Corporation, with its principal place of business at (COMPANY ADDRESS) ("Seller") and (BUYER'S CONTACT INFORMATION), ("Buyer").

In exchange for the payment of (DOLLAR AMOUNT) Dollars that has been received, the Seller sells, assigns and transfers all of its right title and interest in the (ASSET SOLD) (the "Goods").

The Seller warrants that it owns the Goods and that it has the Authority to sell the Goods to the Buyer. The Seller further warrants that the Goods are free and clear of all liens, indebtedness, or liabilities. The Seller also warrants that all of the Goods are in good working condition as of the date transferred.

I have carefully reviewed this Bill of Sale and agree to and accept its terms and conditions. I am executing this Bill of Sale as of the day and year first written above.

Seller:

Buyer:

\_\_\_\_\_  
NAME

Owner

COMPANY NAME

\_\_\_\_\_  
NAME

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**SOP # INV102 Revision: 1**  
**Effective Date: 11/12/15**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: INV102 FIXED ASSET CAPITALIZATION & DEPRECIATION**

**Policy:** Asset acquisitions with a useful life expectancy of greater than one year and with a minimum threshold amount as specified by the Chief Financial Officer should be capitalized by the Organization and depreciated.

**Purpose:** The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.

**Scope:** All acquisitions of capital assets for the Organization.

**Definitions:** Capitalization - Capitalization is the method chosen to record the purchase of a fixed asset on the Organization's accounting books. If an asset is capitalized then it is not expensed in the same year the asset is purchased. Instead the asset is generally recorded on the balance sheet and individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements and vehicles. The asset is expensed each year as depreciation.

Depreciation - is an annual income tax deduction that allows the write-down or write-off of the cost of the asset over its estimated useful life to recover the cost or other basis of certain property over the time the property is used. It is an allowance expense for the wear and tear, age, deterioration, or obsolescence of the property.

As an asset ages and is used by the Organization, its value declines. It, in effect, becomes worth less and less over time. The declining value or usefulness of the asset over time is represented as a discount that is applied to the original purchase price. At the end of the asset's depreciation period, (and/or useful life), its value on the balance sheet will be zero, or fully-depreciated. At the same time, the individual depreciation expenses will have all been recorded on the income statement.

Note: Land is not depreciated because land does not wear out, become obsolete, or get used up. But, the building on the land is depreciated. Land is generally viewed as an appreciating asset while all other capital assets are generally viewed as depreciating over time, with use. But, unlike depreciation, an asset's appreciation is not recorded on the books until the asset is sold, which is when the assets appreciation is realized.

Cost basis – The total amount paid for the asset, in cash or kind, is considered the “cost-basis”. This should include all charges relating to the purchase, such as the purchase price, freight charges and installation, if applicable. The cost basis is not the market value or list price of the

asset. It is the total amount invested in the purchase or the total amount paid.

**Procedure:**

**1.0 CAPITALIZATION**

- 1.1** All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and (except for land) will be recorded in the depreciation records.

Bulk computer, software, and other technology purchases with an aggregate value of \$5,000 or more are captured as capitalized fixed assets regardless of individual price of item.

In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed \$50,000.

Depreciation or amortization is computed on the straight-line basis over the useful lives of the assets.

Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

- 1.2** The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.
- 1.3** Leasehold improvements including painting are to be capitalized if they relate to the occupancy of a new office or a major renovation of an existing office or site. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.
- 1.4** The cost of buildings should include all expenditures related directly to its acquisition or construction. This cost includes materials, labor and overhead incurred during construction, and fees, such as attorney's and architect's and building permits.
- 1.5** Maintain proper files on the details to all acquisitions, expenditures, and maintenance performed on all assets. These records are vital for proper tax preparation and are used during yearly tax reporting and planning.

**2.0 DEPRECIATION**

- 2.1** The depreciation methods/lives for assets must be selected at the time the asset is first placed into service in order to ensure consistent financial reporting and tax compliance.

The Organization uses the straight-line method of depreciation.

The following represents a sample of the useful lives that the Organization may use for financial reporting purposes:

Asset Class	Examples	Estimated Useful Life in Years
Land		N/A
Site improvements	Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor	20
Buildings		20 - 50
HVAC systems	Heating, ventilation, and air systems	10 - 20
Roofing		20
Interior construction	Leasehold improvements	20 - 25
Carpet replacement		7
Electrical/plumbing		30
Sprinkler/fire system	Fire suppression systems	25
Outdoor equipment	Playground, radio towers, tanks	20
Machinery & tools	Shop & maintenance equipment,	3 - 15
Custodial equipment	Floor scrubbers, vacuums, other	7 - 15
Furniture & accessories	Classroom & other furniture	10 - 20
Business machines	Fax, duplicating & printing	3 - 10
Copiers		3 - 10
Communication equipment	Mobile, portable radios	3 - 7
Computer hardware	PCs, printers, network hardware	3 - 5
Computer software	Instructional, other short-term	5 to 10
Computer software	Administrative or long-term	10 to 20
Audio visual equipment	Projectors, cameras (still & digital)	5 - 10
Athletic equipment	Wrestling mats, weight machines	7 - 10
Library books	Collections	5 to 7
Licensed vehicles	Buses, other on-road vehicles	5 - 10

- 2.2** The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.
- 2.3** Regardless of the depreciation rate required an Organization can elect to use a different method for financial statement purposes. Such method should be justified based on the expected useful life of the asset.
- 2.4** Depreciation will be recorded in the accounting system at the end of the fiscal year.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Revision of capitalization policy relating to technology aggregate purchases	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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Depreciation

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**SOP # IVT101**

**Revisions: 0**

**Effective Date:**

**6/14/17**

**Prepared by: Central Office**

**Approved by: BOD**

**Title: IVT101 INVESTMENTS**

**Policy:** This policy establishes procedures to govern the investment of funds held by Magnolia Public Schools (“MPS” or the “Charter School”). This policy is based upon federal, state and local laws and regulations, and prudent money practices. To the extent that this policy conflicts with state or federal law, the applicable law shall prevail.

**Purpose:** MPS’ primary investment objective shall be to maintain the safety and liquidity of its funds. Safety of principal is the foremost objective of MPS. The primary objectives of MPS investment activities shall be, in order of priority:

1. **Safety.** The safety of principal is the foremost objective of MPS’s investment program. MPS’s investments shall be undertaken in a manner that shall preserve MPS’s capital.
2. **Liquidity.** MPS’s secondary objective shall be to meet its liquidity needs. The investment portfolio shall maintain sufficient liquidity to enable MPS to meet necessary cash flow and operating requirements which might be reasonably anticipated.
3. **Yield.** The investment portfolio shall be designed with the objective of attaining a market rate of return over the course of budgetary and economic cycles, taking into account the investment risk, constraints and the cash flow characteristics of the portfolio.
4. **Maintaining the Public’s Trust.** The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence while conforming to all applicable statutes and regulations governing the investment of public funds.
5. **Mitigating Credit Risk and Market Risk.** Credit risk shall be mitigated by diversifying the fund among issues and issuers so that the failure of any one issue or issuer would not result in a significant loss of income or principal to participants. Because longer-term securities generally have greater market risk than shorter-term securities, market risk will be mitigated by establishing a maximum weighted average maturity or duration for the portfolio. Occasional market losses on individual securities are inevitable with active portfolio management and must be considered within the context of the overall investment return.

**Scope:** It is recommended that MPS mirror the intent of California Education Code Section 41015, and invest all or part of funds deposited in a Special Reserve Fund, or any surplus monies not required for the immediate necessities of MPS in any of the investments specified in California Government Code Sections 16430 or

53601. Special Reserve Funds are hereby defined as those funds, which the Board has designated for capital outlay, or other purposes, where an accumulation over a period of fiscal years is desired.

MPS shall make investments following the guidelines of the Uniform Prudent Investor Act. (Probate Code Section 16045, *et seq.*)

This Policy covers all funds and investment activities under the direct authority of MPS. The proceeds obtained from the issuance of bonds shall be invested in accordance with the applicable bond documents. If the bond documents are silent as to the investment of the proceeds, the bond proceeds will be invested in the securities permitted by this Policy.

#### COMPLIANCE WITH STATE AND FEDERAL SECURITIES LAWS

MPS will take reasonable steps to ensure that any debt offering issued by MPS complies fully with all applicable state and federal securities laws. In connection with all debt offerings issued by MPS, MPS will retain bond counsel and disclosure counsel to review the offering materials prepared in connection with the debt offering to ensure that disclosures contained in offering materials comply with federal and state securities laws. MPS has implemented procedures to ensure MPS maintains compliance with continuing disclosure requirements. The Chief Executive Officer shall be responsible for reviewing the offering materials regarding the accuracy of information disclosed in such materials.

#### CHANGES TO INVESTMENT POLICY

This Policy will be reviewed, as needed, to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will require approval by the MPS Board of Directors. This Policy and modifications to it must be approved by the Board of Directors at a public meeting.

#### COMPLIANCE WITH INVESTMENT POLICY

All outside investment advisors/managers, attorneys and other financial professionals employed or retained by MPS and/or its representatives, including without limitation financial advisors, underwriters, bond counsel, and disclosure counsel, must review this policy and confirm that they have reviewed this Investment Policy and will fully comply with these policies.

### **Responsibilities:**

#### DELEGATION OF AUTHORITY

Management responsibility for the investment program is hereby delegated by the Board of Directors to the CEO and the Oversight Committee, as deemed appropriate or necessary, who shall thereafter assume full responsibility for those transactions until the delegation of authority is revoked. The Board of Directors may review and renew the delegation of authority each year. The CEO may delegate the day-to-day operations of investing to his/her designee(s) but not the responsibility for the overall investment program. The CEO and/or his/her designee(s) shall make all investment decisions and transactions in strict accordance with state law and with this Policy.

If authorized by the Board of Directors, the CEO and Oversight Committee may utilize an external investment advisor to assist with investment decision-making and trade execution authority. The investment advisor shall be under the supervision of the approved Oversight Committee and shall follow this Policy and such other written instructions as are provided.

The CEO, his/her designee(s) and/or Oversight Committee, acting in accordance with written procedures and policies and exercising due diligence, shall be relieved of personal liability for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

The Board of Directors shall ensure that its fiduciary responsibilities concerning the proper management of MPS' funds are fulfilled through appropriate investment structure, internal and external management, consistent with all policies and procedures. Based on the advice and recommendations of the CEO and Oversight Committee.

The CEO and Oversight Committee are not held liable for less than desirable outcomes, rather, they are responsible only for adherence to procedure and processes. The CEO and Oversight Committee is responsible for the development, recommendations, implementation and maintenance of all investment policies.

## **Procedure:**

### INTERNAL CONTROLS

The CEO and Oversight Committee shall establish a system of written internal controls to regulate MPS's investment activities, including the activities of any subordinate officials acting on behalf of MPS. Procedures should include references to individuals authorized to execute transactions or transfers, safeguard agreements, (including repurchase agreements, wire transfer agreements, collateral/depository agreements), and banking services contracts, as appropriate. As part of the annual audit, MPS's external auditor will perform a review of investment transactions to verify compliance with policies and procedures. The Oversight Committee will sign off on internal control procedures as appropriate.

The controls shall be designed to prevent loss of public funds due to fraud, employee error, and misrepresentation by third parties, unanticipated market changes or imprudent actions by employees of the Charter School. The Charter School shall seek to maintain a debt burden factor of 1 - 2% of the Charter School's unrestricted general fund revenues.

### AUTHORIZED FINANCIAL INSTITUTIONS AND DEALERS

It shall be MPS' policy to purchase securities only from authorized institutions and firms. The CEO and Oversight Committee shall maintain a list of authorized broker/dealers and financial institutions that are approved for investment purposes. MPS shall use at least one authorized broker/dealer to advise MPS on investments.

No deposit of public funds shall be made except in a qualified public depository as established by state laws. If an external investment advisor is authorized to conduct investment transactions on behalf of MPS, the investment advisor may use its own list of approved broker/dealers and financial institutions for investment purposes consistent with MPS' policies and existing laws.

For broker/dealers of government securities and other investments, MPS shall select only broker/dealers who are licensed and in good standing with the California Department of Securities, the Securities and Exchange Commission, the Financial Industry Regulatory Authority and/or other applicable self-regulatory organizations. Any permitted investment shall be purchased either from a "primary" or regional broker/dealer qualifying under SEC Rule 15c3-1 (uniform net capital rule) or a "well capitalized" financial institution, as defined in Title 12 of the Code of Federal Regulations ("CFR") Part 6.4.

Before engaging in investment transactions with a broker/dealer, the CEO and Oversight Committee shall have received from said firm a signed Certification Form. This form shall attest that the individual responsible for MPS's account has reviewed MPS's Investment Policy and that the firm understands the policy and intends to present investment recommendations and transactions to MPS that are appropriate under the terms and conditions of this Investment Policy. Any broker, brokerage, dealer or securities firm that has made a contribution to the Charter School, any member of the Board of Directors, or any candidate for those offices is ineligible for selection by the Charter School.

#### AUTHORIZED AND SUITABLE INVESTMENTS

In making any decision relative to the investment of funds, each of the following factors must be considered, and properly documented:

1. General economic conditions,
2. Expected tax consequences, if any, of investment decisions or strategies,
3. Expected total return from the income and appreciation of investments,
4. Other resources of the organization,
5. The needs of the organization and the fund to make distributions and preserve capital.

#### INVESTMENT TYPE DESCRIPTIONS

Investments not specifically listed below are prohibited. Consistent with the requirements of law and this Investment Policy, the Charter School may place orders for the execution of transactions with or through such broker/dealers, banks or counterparties as may be selected from time to time. All securities must be U.S. dollar denominated. To the extent consistent with the objectives stated above, the investment restrictions outlined below, and the investment limitations specified herein, the Charter School may invest in the following areas.

**State and Local Agencies.** Registered treasury notes or bonds of this or any of the other forty- nine United States, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, Board of Directors, agency, or authority of this state or any of the other forty-nine United States.

Bonds, notes, warrants, or other evidences of indebtedness of any local agency

within this state (including MPS), including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the local agency, or by a department, Board of Directors, agency, or authority of the local agency.

**United States Treasury Issues.** United States Treasury notes, bonds, bills, or certificates of indebtedness, or those for which the faith and credit of the United States are pledged for the payment of principal and interest.

**U.S. Agencies (Federal Agency Obligations).** Federal Agency or United States government-sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.

**Supranationals.** Supranational organizations are international financial institutions that are generally established by agreements among nations, with member nations contributing capital and participating in management. Supranational bonds finance economic and infrastructure development and support environmental protection, poverty reduction, and renewable energy around the globe. MPS may purchase the United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development, International Finance Corporation, or Inter-American Development Bank.

**Bankers' Acceptances.** Bankers' acceptances otherwise known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers' acceptances may not exceed 180 days maturity. Eligible bankers' acceptances are restricted to issuing financial institutions with short-term debt rating of at least "A-1," or its equivalent, by a nationally recognized statistical rating organization (NRSRO) or a long-term rating of not less than "A" from a NRSRO.

**Commercial Paper.** Commercial paper rated the highest ranking or of the highest letter and number rating as provided for by a NRSRO. Eligible commercial paper shall be of 'prime' quality of the highest ranking. The commercial paper shall not exceed 270 days maturity. The entity that issues the commercial paper shall meet all of the following conditions in either paragraph (a) or paragraph (b):

- a) Has total assets in excess of five hundred million dollars (\$500,000,000), is organized and operating within the United States as a general corporation, and has debt other than commercial paper, if any, that is rated "A" or higher by a NRSRO.
- b) Is organized in the United States as a special purpose corporation, trust, or limited liability company, has program-wide credit enhancements including, but not limited to overcollateralization, letters of credit or a surety bond, has commercial paper that is rated "A-1" or higher, or the equivalent, by a NRSRO.

Split ratings (i.e. A2/P1) are not allowed.

**Placement Service Deposit.** Deposits placed through a deposit placement service shall meet the requirements under Government Code Section 53601.8. The full amount of the principal and the interest that may be accrued during the maximum term of each deposit shall at all times be insured by federal deposit insurance.

**Negotiable Certificates of Deposit.** Negotiable certificates of deposit (NCDs) issued by a nationally or state-chartered bank, a savings association or a federal

association, a state or federal credit union, or by a federally licensed or state-licensed branch of a foreign bank. Purchases are limited to institutions which have long-term debt rated at least in the “A” category, or its equivalent, by a NRSRO, and/or have short-term debt rated at least “A-1,” or its equivalent, by a NRSRO. NCDs may not exceed 5 years in maturity. In combination with placement service CDs, a maximum of 30 percent of the portfolio may be invested in this category. The amount invested in NCDs with any one financial institution in combination with any other securities from that financial institution shall not exceed ten percent of the portfolio. Quarterly, the Charter School will monitor custodial credit risk and report the outcome to the Board of Directors. All deposits are to be in FDIC insured institutions and will be reviewed as to the nature and extent of its present compliance with regulations, federal regulatory requirements, profitability/loss trend, liquidity and capital ratios.

**Repurchase Agreements.** Investments in repurchase agreements for the purpose of this Investment Policy Statement (as defined by section 53601(j) of the California Government Code) means a purchase of securities by the Charter School pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the Charter School by book entry, physical delivery, or by third party custodial agreement. Repurchase agreements are to be used as short-term investments not to exceed one year. The following collateral restrictions will be observed: Only United States Treasury securities or Federal Agency securities will be acceptable collateral. All securities underlying repurchase agreements must be delivered to MPS’s custodian bank or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each repurchase agreement must equal or exceed 102% of the total dollar value of the money invested by MPS for the term of the investment.

Repurchase agreements are required to be collateralized by securities or cash authorized under California Government Code Section 53601(j)(2). Collateral will be held by an independent third party with whom the Charter School has a current custodial agreement. A clearly marked evidence of ownership (safekeeping/custody receipt) must be supplied to the Charter School and retained. The Charter School retains the right to substitute or grant substitutions of collateral. Investments in repurchase agreements may be collateralized by any securities authorized within this section. Agreements are subject to California Government Code Section 53601 and must comply with the delivery requirements and the maturity provision from Section 53601.

**Medium-Term Notes.** Medium-term notes defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States. Purchases are limited to securities rated at least in the “A” category, or its equivalent, by a NRSRO.

**Money Market Funds.** Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission that invests solely in U.S. Treasuries and Federal Agency obligations and repurchase agreements relating to such obligations

**Mutual Funds.** Shares of beneficial interest issued by diversified management companies that invest solely in securities and obligations authorized by this policy. The company shall have met either of the following criteria: (A) Attained

the highest ranking or the highest letter and numerical rating provided by not less than two NRSROs, (B) Retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than 5 years of experience managing money market mutual funds with assets under management in excess of five hundred million dollars (\$500,000,000).

**Local Government Investment Pools Joint Powers Authority (LGIP JPA.)**

Shares of beneficial interest issued by a joint powers authority organized pursuant to Government Code Section 6509.7. To be eligible for purchase, the pool must meet the requirements of California Government Code Section 53601(p), the pool must seek to maintain a stable Net Asset Value (“NAV”), and the pool must be rated at least “AAA,” or its equivalent, by a NRSRO.

**Mortgage- and Asset-Backed Securities.** Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-backed certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond of a maximum of five years’ maturity. Securities eligible for investment under this subdivision shall be issued by an issuer having at least an “A” rating, or its equivalent, for the issuer’s debt as provided by a NRSRO and rated at least “AA”, or its equivalent, by a NRSRO.

**SAFEKEEPING AND CUSTODY**

All deliverable security transactions entered into by MPS shall be conducted on a delivery- versus-payment (DVP) basis. To protect against potential losses by collapse of individual securities dealers, and to enhance access to securities, interest payments and maturity proceeds, all securities owned by MPS shall be held in safekeeping by a third party bank trust department, acting as agent for MPS under the terms of a custody agreement executed by the bank and by MPS. The only exception to the foregoing shall be depository accounts and securities purchases made with: (i) LAIF and government investment pools and, (ii) money market funds, since the purchased investments are not deliverable. Evidence of each these investments will be held by MPS.

**MAXIMUM MATURITIES**

The CEO and Oversight Committee shall maintain a system to monitor and forecast revenues and expenditures so that funds can be invested to the fullest extent possible. Maturities of investments will be selected to provide necessary liquidity, manage interest rate risk, and optimize earnings. Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds.

The maximum maturity of individual investments shall not exceed the limits set forth in the Authorized and Suitable Investments section. If the section does not specify a maturity limit, no investment shall have a remaining maturity in excess of five years from the date of purchase unless MPS has granted its express authority to make that investment either specifically or as a part of an investment program no less than three months prior to the investment.

**INVESTMENT RESTRICTIONS**

**Credit Ratings**

Credit ratings will be applied at the time of purchase of a security. A subsequent

downgrade in a security’s credit rating will not constitute a violation of the Investment Policy. Securities which are downgraded below the minimum acceptable rating levels must be reviewed for possible sale within a reasonable amount of time.

U.S. Government obligations are exempt from the credit rating requirements listed below.

The credit ratings referred to below must be assigned by one of the following NRSROs: Standard & Poor’s Corporation (“S&P”), Moody’s Investors Service, Inc. (“Moody’s”), and Fitch Ratings (“Fitch”).

- a) Short-term debt ratings – (two of the following and not less than the following) “A-1” or “SP-1” (S&P); “P-1” or “MIG 1/VMIG 1 (Moody’s); or “F1” (Fitch) Ratings.

Split ratings are not allowed, i.e. A-1/P-1/F2 or similar. An issuer of short-term debt must have no less than an “A” rating on long-term debt.

- b) Long-term debt ratings – Investments purchased with remaining maturities of 397 days or less- shall be rated by at least two NRSROs and have obtained no less than an “A” rating by any.

Investments purchased with remaining maturities longer than 397 days– shall be rated by at least two NRSROs and have obtained no less than an “AA” rating by any. If an issuer of long-term debt has a short-term rating, then it may not be less than A-1/SP-1 or P-1/MIG1 or F1.

- c) Repurchase Agreement counterparties shall have a minimum short-term rating, or counterparty rating, of no less than A-1 or equivalent by two NRSROs and have capital of not less than \$500 million.
- d) Any issuer that has been placed on “Credit Watch-Negative” by a NRSRO will be removed from our approved list unless the following criteria are met: The issuer has (a) an A-1+ or F1+ short-term rating; or (b) at least an AA or Aa2 long- term rating.

**DIVERSIFICATION AND MATURITY RESTRICTIONS**

It is the policy of the Charter School to diversify its funds. Investments are diversified to minimize the risk of loss resulting in over concentration of assets in a specific maturity, specific issuer, or a specific class of securities. Diversification strategies shall be established by the Charter School and periodically reviewed.

**1. Authorized Investments**

The following diversification limits will be applied at the time of purchase of a security.

Type of Investment	Cal. Gov. Code % of Funds Permitted	Cal Gov. Code Maximum Final Maturity
U.S. Treasury Securities	100%	5 Years
U.S. Government Agency Securities	100%	5 Years

Municipal Debt	100%	5 Years
Medium-Term Notes	30%	5 Years
Bankers Acceptances	40%, 30% of a single issuer	180 Days
Commercial Paper	40%, 10% of a single issuer	270 Days
Negotiable Certificates of Deposits	30%	5 Years
Repurchase Agreements	100%	1 Year
Mutual Funds	20%, 10% in a single fund	N/A
Investment Pools	100%	N/A

## 2. Maturity

The maximum maturity of any investment purchased will be five years with the exception of investments authorized by the Board of Directors to be invested in longer than five year maturities. For purposes of calculating final maturity, the earlier of final maturity date or mandatory put or tender option date will be used.

## PROHIBITED TRANSACTIONS

At the time of purchase, all permitted investments shall conform in all respects with this Investment Policy, as may be amended from time to time. No investment prohibited by California Government Code shall be permitted herein.

Any investment transactions, credit risk criterion, percentage limitations or market valuation that are not in compliance with this Investment Policy and cannot be corrected without penalty at time of purchase must be documented and approved by the Charter School in writing as soon as possible. Thereafter, action shall be taken by the Charter School to correct such matter as soon as practical. If a percentage restriction is adhered to at the time of purchase, a later increase or decrease in percentage resulting from a change in values or assets will not constitute a violation of that restriction.

The following transactions are prohibited:

- a) Borrowing for investment purposes (“Leverage”).
- b) Reverse Repurchase Agreements, as defined by California Government Code Section 53601(j)(3) and (j)(4) or otherwise.
- c) Structured Notes (e.g. inverse floaters, leveraged floaters, structured certificates of deposit, equity-linked securities, event-linked securities). This includes all floating-rate, adjustable-rate or variable-rate securities in which a change in interest rates or other variables that can reasonably be foreseen to occur during their term would result in their market value not returning to par at the time of each interest rate adjustment.

Simple “floating rate notes,” whose periodic coupon adjustment is based on a short-term (one-year or less) rate index (such as Treasury bills, federal funds, prime rate or LIBOR) and which have a reasonable expectation of maintaining a value of par at each interest rate adjustment through final maturity, are exempt from this definition. Additionally, U.S. Treasury and Agency zero coupon bonds, U.S. Treasury and Agency strips, Resolution Funding Corporation (“REFCORP”) strips or other callable securities which otherwise meet the quality, maturity and percent limitations assigned to their respective security category, are exempt from this section.

- d) Structured Investment Vehicles (“SIV”).
- e) Derivatives (e.g. options, futures, swaps, swap options, spreads, straddles, caps, floors, collars) shall be prohibited.

#### ETHICS AND CONFLICT OF INTEREST

The Charter School and all persons involved in the investment process shall refrain from personal business activity which could create a conflict with proper execution of the investment program, or which could impair the ability to execute impartial investment decisions. The Charter School and all treasury and investment personnel shall disclose to the Board of Directors any material financial interests in financial institutions, broker dealers and vendors (“outside entities”) and shall disclose any material financial investment positions in such outside entities.

#### PERFORMANCE STANDARDS

The investment portfolio shall be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles, commensurate with the investment risk constraints and the cash flow needs, but focusing on preservation of capital and then liquidity as the most important objectives, with yield as the least important objective.

The Charter School’s investment strategy is to actively manage the portfolios to create less risk than a benchmark comparable index and to use economies of scale to invest and administer the program at a reasonable cost. Given this strategy, the basis used by the Charter School to determine whether market yields are being achieved shall be the indices most comparable to the fund, such as money rate data published in Barron’s, The Wall Street Journal, Bloomberg, etc. or other bond fund indices. The standards enumerated herein do not constitute a guarantee of the fund’s performance.

#### Revision History:

Revision	Date	Description of changes	Requested By
	3/09/17	Initial Release	
	6/14/17	Legal review and revision	

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Accounting Policies, Procedures and Forms

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**SOP # REV101 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: REV101 SALES RECEIPT PROCESSING**

**Policy:** To ensure the most accurate process for billing for services, sales receipts will be properly evaluated and approved prior to entry into the accounting system.

**Purpose:** This procedure outlines the activities and responsibilities involved in verifying the acceptability of all sales receipts.

**Scope:** These procedures are to be followed for all sales receipts.

**Responsibilities:**

Back-office provider approves sales receipt documentation.

**Procedure:**

**1.0 DOCUMENT VERIFICATION**

**1.1** Sales Receipts are often used for Parenting Fees and other similar fees. Verify that all of the correct documents have been used and are present to support the sales receipt transaction. The following documents are required to complete the Sales Receipt transaction:

- Document identifying what the money collected is for
- Approval or authorized signature for the course
- Customer, parent, or other correspondence or support documentation, etc
- Complete the Back-office provider Deposit Log

**1.2** Verify that all required information is available to complete the sales receipt.

**1.3** Review the customer's Accounts Receivable aging and determine that the customer is current with their payments and that the new sales receipt will not affect their balance.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

**SOP # REV102 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: REV102 INVOICING, ACCOUNTS RECEIVABLE,  
RECEIVABLE ACCRUALS**

**Policy:** The Finance Department is responsible for the timely preparation and distribution of invoices to optimize cash flow and customer payments. The Finance Department with the support of Back-office provider will also maintain accurate records over Accounts Receivables and Accruals and abide by proper internal controls.

**Purpose:** To explain the methods for the preparation of invoices, accounts receivable, and receivable accruals records processing.

**Scope:** This procedure applies to all revenue earned and services provided by the company.

**Procedure:**

**1.0 SALES RECEIPT REVIEW**

**1.1** A formal invoice is not always applicable such as when service fees are collected for items such as Parenting.

**1.2** The SALES RECEIPT should contain all pertinent billing information as part of the company's sales receipt procedure. However, as part of proper internal control, Billing will verify the information contained on the customer's sales receipt documentation.

As part of this review process, the propriety and accuracy of contact information, prices, description of services, extensions and footings will be determined.

**2.0 INVOICE PREPARATION AND POSTING**

**2.1** The next sequentially numbered Invoice (see example REV102 Ex1 INVOICE) will be prepared from the information from the Federal, State, or Local Grant or Contract Language including all reimbursable costs and will include the invoice date, service item, description of services or billing information, quantity, rate, class or program code, price and extended amounts and the customer's billing addresses.

**2.2** Post the invoice by saving the transaction.

**3.0 DISTRIBUTION**

**3.1** Send one copy of the invoice to the customer and retain a second copy of the invoice in the customer file.

**4.0 ACCOUNTS RECEIVABLE**

**4.1** Accounts Receivable will receive and process payments from customers in accordance with the CASH RECEIPTS procedure.

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- 6.0** On a monthly basis, Accounts Receivable will generate an aged trial balance of customers' accounts with individual invoice information and days outstanding and will forward to Finance Manager and Chief Financial Officer for their follow up on any aged invoices.
- 6.1** Accounts Receivable will generate monthly statements of outstanding customers' accounts and issue them to customers no later than 10 days after each month end.
- 6.2** Accounts Receivable will issue Credit Memos to customers upon receipt of approved changes in the terms.
- 5.0 RECEIVABLE ACCRUALS**
- 5.1** Monthly receivable accruals are at the discretion of the Chief Financial Officer and the Finance Manager when those amounts are reasonably known and quantifiable. Fiscal year end receivable accruals are required to be quantified and recorded no later than August 15<sup>th</sup>.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back office service provider	Oswaldo Diaz , CFO

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**REV102 Ex1 INVOICE**

**INVOICE NO.** \_\_\_\_\_

CUSTOMER:

<b>Item</b>	<b>Description</b>	<b>Qty</b>	<b>Rate</b>	<b>Class</b>	<b>Amount</b>
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**Total**

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**REV102 Ex 2 ACCOUNTS  
RECEIVABLE WRITE-OFF  
AUTHORIZATION**

Customer:

Date:

**Invoice No's:**

**Amount of Write-Off**

TOTAL

\$

**JUSTIFICATION**

Summary of Collection Actions To Date:

(Include brief description of collection actions taken by accounting, other Company departments and outside collection agency or legal, if applicable)

Approvals:

Credit Manager: \_\_\_\_\_

Date: \_\_\_\_\_

Controller: \_\_\_\_\_

Date: \_\_\_\_\_

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**SOP # REV103 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: REV103 PROJECT(Grant/Contract) REVENUE: PROGRESS BILLING**

**Policy:** Progress billings will be made to clients on a timely basis throughout the life of the project. Projects are typically considered Federal, State, and Local Grant contracts. These billings will be accurate and easily understood by both parties involved.

**Purpose:** The purpose for creating progress billings is to obtain payment for the portion of labor and materials, i.e. “reimbursed costs” used up to a certain point in time and before the project is fully completed. This improves the cash flow typical of long-term projects or assignments. This procedure applies to all Federal, State, and Local Grants and Contracts, Service agreements or Projects provided by the Organization.

**Scope:** This procedure applies to all service agreements or projects provided by the Organization.

**Responsibilities:**

The Finance Department is responsible for the confirmation of all final program amounts and is responsible for knowing the correct procedures to be followed for each contract.

**Procedure:**

**1.0 CONTRACT TYPES**

**1.1 Reimbursement for Services.** Progress billing for Reimbursement for Services contracts requires Finance teams to be up to date and monitor the services being provided according to the terms of each contract. The Finance team will enter into the reimbursement request the allowable costs that may be billed according to the contract. From time to time and at the end of the contract, the Chief Financial Officer reviews the billings of the contract and ensures that all available opportunities to recover reimbursable costs have been considered.

**1.2 Set Contracts.** Set contracts such as with the individual charter schools involve reimbursement for costs such as building rental and an allowance for the amount of apportionment attendance earned. Although the contract is set by terms of the contract, since student attendance can vary, the invoicing for these types of contracts is the same amount throughout the fiscal year and reconciled at the end of the year to account for the final attendance counts.

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**2.0 BREAKDOWN OF CONTRACT AMOUNT**

- 2.1** The Finance Department with the support of Back-office provider is responsible for the final reconciliation of all grant and other contracts at the end of the year by reviewing final billings prepared by the Finance team and/or the School Principal. Normally, the contractual agreement will specify the procedures for payment and may also specify the form of the breakdown of contract amount that is required. Care should be taken to be sure that all costs, services, and fees are fully billed and accounted for in each contract.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider provider and revision of responsibilities.	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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**SOP # REV104 Revision: 1**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: REV104 ACCOUNT COLLECTIONS**

**Policy:** All open accounts receivable with late or delinquent payment activity will be handled in a timely and effective manner to ensure maximum collections and an optimum accounts receivable turnover ratio.

**Purpose:** To provide the actions and methods for processing late or delinquent payments.

**Scope:** This procedure applies to the Accounts Receivable Department involved with collection of past due accounts receivable. The Finance team and the Chief Financial Officer may be involved in reference special arrangements.

**Responsibilities:**

The Finance team reviews all records for a customer to determine a possible explanation for non-payment prior to commencing the collection process.

**Definition:** Bad Debt consists of unpaid accounts receivable invoices that are considered to be uncollectible.

Debt collector is any person who regularly collects debts owed to others. This includes attorneys who collect debts on a regular basis.

**Procedure:**

**1.0 COLLECTION PROCESS**

**1.1** No matter how careful customers are screened prior to credit approval, slow pay or delinquent accounts will occur from time to time. Once an account becomes past due by even a few days, the collection process should commence immediately. Studies have shown that the sooner the collection process starts then the more likely that the debt will be collected.

**1.2** Prior to commencing the collection process, the following should be reviewed by the assigned Finance team:

- Verify that after the Invoice was immediately sent out for all billings to the customer and sent to the correct billing address.
- Make certain that the Organization has not received the customer's payment or applied it to the wrong account. These seem obvious, but it can avoid an uncomfortable situation in wrongly accusing the customer of delinquent payments.

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- Review the customer's past payment activity. Determine if they are chronically late and what their response has been to any other overdue notices to determine payment patterns or trends.

- 1.3 Upon review of the above, the Accounts Receivable Representative should then proceed with the collection process by completing an REV104 Ex1 ACCOUNT COLLECTION CONTROL Form. This form will assist in planning and tracking the collection effort. Depending on the amount and the customer situation, the representative can choose to follow-up with collection letters, telephone calls or both.

Record all actions taken (late payment notice, telephone call, etc.) with a date on an ACCOUNT COLLECTION CONTROL Form filed in the customer folder. All customer agreements and explanations should be noted. If payment has not reached the Organization by the expected date, immediate follow-up action should be taken with another collection call or letter. The longer an overdue account is ignored, the longer the customer will ignore it, too.

- 1.4 Telephone communication will often speed up the collection process. Credit representatives, when speaking with a delinquent account, should observe a few tips or principles.

- Identify yourself and the Organization and state the reason for calling. Be direct and use a controlled, confident voice. Concentrate on listening to the customer and don't rush through the call.
- Get the Facts - The most powerful tool is knowledge. During the phone conversation, try to gain as much insight into the situation as possible. Remember, the goals and objectives are to:

Collect the money!

Identify reasons for non-payment

Settle on an agreement for clearing the debt, including special payment plans and exact dates when a check will be sent.

- Never argue, accuse or be condescending - Verbally fighting or talking down to the customer will only serve to produce negative feelings and may hamper the collection effort. The ultimate purpose is to secure payment, and this is best accomplished without becoming defensive or irritated.
- There are several common objections, complaints and excuses used to elude payment. Study the following examples to learn the most effective responses to the most frequently used ploys.

**"I didn't get the invoice."** - Respond by verifying the debtor's name and address, and then review the account information with them.

**"The check is in the mail."** - Extend your thanks, then ask for a check number, amount, date posted and address to which it was mailed.

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**"Your payment is being processed."** - Ask when the payment will be ready for the mail. Determine the process that the payment undergoes after it leaves your contact's desk.

**"I need proof of delivery."** - Give the customer the name of the person who signed the delivery slip.

**"The computer is down."** - When do you expect it to be up? Can we get a manual payment?

**"I'll pay you when we get paid."** - Respond calmly, but make a direct request for payment, such as "When can I expect payment?"

**"I have no money"** - Create a payment plan. Be flexible and consider alternatives offered by the customer. Work toward making the plan acceptable to both of you.

- 1.5 Many people find it difficult to confront customers regarding delinquent payments. Just keep in mind that it is the customer, who should feel uncomfortable in this situation.
- 1.6 If customers stop paying, their phone has been disconnected, and you cannot find them, consider using these resources to locate these debtors and their assets:
- City directories
  - Post office (for a forwarding address)
  - A customer's employer
  - Department of motor vehicle license and registration records
  - "In case of emergency" contact, references or closest relatives listed on a credit application
  - Old files and correspondence
  - The Internet (i.e. <http://www.isleuth.com/peop.html>)
  - Skip-tracing services or private investigator
  - Credit bureau reports
  - Neighbors
  - Directory assistance

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**2.0 SERIOUSLY DELINQUENT OR UNRESPONSIVE ACCOUNTS**

**2.1** When an account becomes more than 60 days past due, the immediate target of securing prompt payment should take on a greater sense of urgency. The Finance Manager should review the account with Accounts Receivable to determine if the customer's business is valued.

If their business is valued, the following strategies may be used to collect payment:

- Restrict any further credit until the past due amount is paid in full.
- Withhold services already entered into. The harsh reality of having a MERF customer have to move from a MERF location or find a new provider often can spur a delinquent account into action.

**2.2** If all other avenues for collection of the account have been exhausted, the Finance Manager, after consulting with the Chief Financial Officer, may want to consider and authorize the use of an outside collection agency.

**2.3** All uncollectible accounts will be reviewed by the Finance Manager for disposition.

**3.0 WORKING WITH COLLECTION AGENCIES**

**3.1** Collect all material records for the debt in question and send them to the collection agency. The agency will require a copy of the invoice, proof of delivery, and/or any other correspondence that may help them collect the debt.

**3.2** Record the date the debt was sent to collections in the accounts receivable file.

**3.3** If payments are received after the debt has been sent to collections, then notify the collection agency immediately in order to stop any further collection efforts. The agency will take their fee for any debt that has been collected once it has been registered by the agency.

**3.4** If all other avenues for collection of the account have been exhausted, the Organization should consider further legal action.

**4.1 WRITING OFF UNCOLLECTED DEBT**

**4.2** Write-off any debts remaining uncollected or that are returned from the collection agency and record as a bad debt expense and deduct from accounts receivable.

**4.3** If any payments are received after being written-off from accounts receivable, then receive them in as income in the period received.

**4.4** If bad debt is a recurring problem then consider setting up a reserve account or allowance for bad debt at the beginning of the year.

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**References:****A. FAIR DEBT COLLECTION PRACTICES ACT (FDCP)**

The FDCP requires that debt collectors treat consumers fairly and prohibits certain methods of debt collection. Personal, family, and household debts are covered under the Act. This includes money owed for the purchase of an automobile, for medical care, or for charge accounts. Business debt is not included.

Debt collectors may not 1) harass, oppress, or abuse the debtor or any third parties they contact. 2) Use any false or misleading statements when collecting a debt.

For example, debt collectors may not:

- Use threats of violence or harm;
- Publish a list of consumers who refuse to pay their debts (except to a credit bureau);
- Use obscene or profane language; or
- Repeatedly use the telephone to annoy someone.
- Falsely imply that they are attorneys or government representatives;
- Falsely imply that the debtor may have committed a crime;
- Falsely represent that they operate or work for a credit bureau;
- Misrepresent the amount of the debtor's debt;
- Indicate that papers being sent to the debtor are legal forms when they are not
- Indicate that papers being sent to the debtor are not legal forms when they are.
- Give false credit information about the debtor to anyone, including a credit bureau;
- Send the debtor anything that looks like an official document from a court or government agency when it is not.
- Use a false name.
- Collect any amount greater than the debtor's debt, unless the debtor's state law permits such a charge;
- Deposit a post-dated check prematurely;
- Use deception to make the debtor accept collect calls or pay for telegrams;
- Take or threaten to take the debtor's property unless this can be done legally.
- Contact the debtor by postcard.
- Say the debtor will be arrested if they do not pay the debt;
- Say they will seize, garnish, attach, or sell the debtor's property or wages, unless the collection agency or creditor intends to do so, and it is legal to do so.

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- Say they will take actions, such as a lawsuit against the debtor, when such action legally may not be taken, or when they do not intend to take such action.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

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## REV104 Ex1 ACCOUNT COLLECTION CONTROL FORM

Account Name: _____ Taken _____ Address: _____ _____ _____ Contact(s): _____ Telephone #'s: _____ _____ Payment Terms: _____ Comments: _____ _____ _____ _____	Date _____ Customer Reply or Action _____
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<u>Invoice</u>	<u>Date</u> <u>Due</u>	<u>Amount</u>	<u>Date</u> <u>Paid</u>	Running Total <u>Due</u>
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**SOP # REV105 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: REV105 REVENUE RECOGNITION - GRANTS AND CONTRIBUTIONS**

**Policy:** The Organization receives revenue from several types of transactions. It is the policy of the Organization to separate and recognize revenue from grants and contributions separately in the financial statements of the Organization and to comply with all current Federal and California rules regarding solicitation and collection of charitable contributions.

**Purpose:** To provide a separate accounting of grant and contribution income.

**Scope:** This procedure applies to all grant and contribution income.

**Responsibilities:**

Chief Financial Officer and the Finance Department direct the separate accounting for grant revenue and contributions received.

Back-office provider ensures that grant and contribution revenues are separately tracked within the accounting system.

**Definition:**

**Contribution** - An unconditional transfer of cash or other assets to the Organization, or a settlement or cancellation of the Organization's liabilities, in a voluntary nonreciprocal transfer by another entity acting other than as an owner.

**Condition** - A donor-imposed stipulation that specifies a future and uncertain event whose occurrence or failure to occur gives the promisor a right of return of the assets it has transferred to the Organization or releases the promisor from its obligation to transfer its assets.

**Restriction** - A donor-imposed stipulation that specifies a use for the contributed asset that is more specific than broad limits resulting from the nature of the Organization, the environment in which it operates, and the purposes specified in the Organization's articles of incorporation and bylaws. Restrictions on the Organization's use of an asset may be temporary or permanent.

**Nonreciprocal Transfer** - A transaction in which an entity incurs a liability or transfers assets to the Organization without directly receiving value from the Organization in exchange.

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**Promise to Give** - A written or oral agreement to contribute cash or other assets to the Organization.

**Exchange Transaction** - A reciprocal transaction in which the Organization and another entity each receive and sacrifice something of approximately equal value

**Procedure:****1.0 GRANT AND CONTRIBUTION REVENUE RECOGNITION**

**1.1 Grant income** – Recognized as income when received, based on incurrence of allowable costs (for cost-reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service, and other types of awards). The types of grant income typically received by the Organization are:

- (a) Education payments for MERF Charter services.
- (b) Various Federal, State, and Local grants and contracts.
- (c) Other types of grant income may be received from time to time.

At year-end, grant income that has been incurred but not yet received are accrued to conform with generally accepted accounting principles.

**1.2 Contributions** - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income).

**1.3 CONTRIBUTIONS RECEIVED****A. Distinguishing Contributions from Exchange Transactions**

The Organization may receive income in the form of contributions, revenue from exchange transactions, and income from activities with characteristics of both contributions and exchange transactions. The Organization shall consider the following criteria, and any other relevant factors, in determining whether income will be accounted for as contribution income, exchange transaction revenue, or both:

1. The Organization's intent in soliciting the asset, as stated in the accompanying materials;
2. The expressed intent of the entity providing resources to the Organization (i.e. does the resource provider state its intent is to support the Organization's programs or that it anticipates specified benefits in exchange?);

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3. Whether the method of delivery of the asset is specified by the resource provider (exchange transaction) or is at the discretion of the Organization (contribution);
4. Whether payment received by the Organization is determined by the resource provider (contribution) or is equal to the value of the assets/services provided by the Organization, or the cost of those assets plus a markup (exchange transaction);
5. Whether there are provisions for penalties (due to nonperformance) beyond the amount of payment (exchange transaction) or whether penalties are limited to the delivery of assets already produced and return of unspent funds (contribution); and
6. Whether assets are to be delivered by the Organization to individuals or other than the resource provider (contribution) or whether they are delivered directly to the resource provider or to individuals or the Organization is closely connected to the resource provider.

### **B. Accounting for Contributions**

The Organization shall recognize contribution income in the period in which the Organization receives restricted or unrestricted assets in nonreciprocal transfers, or unconditional promises of future nonreciprocal asset transfers, from donors. Contribution income shall be classified as increases in unrestricted, temporarily restricted, or permanently restricted net assets based on the existence or absence of such restrictions. See REV107 Restricted Funds for more details.

Unconditional promises to give shall be recorded as assets and increases in temporarily restricted net assets (contribution income) of the Organization in the period that the Organization receives evidence that a promise to support the Organization has been made. Unconditional promises to give that are to be collected within one year shall be recorded at their face value, less any reserve for uncollectible promises, as estimated by management. Unconditional promises to give that are collectible over time periods in excess of one year shall be recorded at their discounted net present value. Accretion of discount on such promises to give shall be recorded as contribution income in each period leading up to the due date of the promise to give. The interest rate that shall be used in calculating net present values of unconditional promises to give is the risk-free rate of return available to the Organization at the time the Organization receives a promise from a donor.

When the final time or use restriction associated with a contributed asset has been met, a reclassification between temporarily restricted and unrestricted net assets shall be recorded.

When it receives support in the form of volunteer labor, the Organization shall record contribution income and assets or expenses if one of the following two criteria is met:

1. The contributed service creates or enhances a nonfinancial asset (such as a building or equipment), or
2. The contributed service possesses all three of the following characteristics:
  - a. It is the type of service that would typically need to be purchased by the Organization if it had not been contributed,
  - b. It requires specialized skills (i.e. formal training in a trade or profession), and
  - c. It is provided by an individual possessing those specialized skills.

Contributed services that meet one of the two preceding criteria shall be recorded at the fair market value of the service rendered.

### **C. Receipts and Disclosures**

The Organization and its donors are subject to certain disclosure and reporting requirements imposed under the Internal Revenue Code and its underlying regulations. To comply with those rules, the Organization shall adhere to the following guidelines with respect to contributions received by the Organization.

For any separate contribution received by the Organization, it shall provide a receipt to the donor. The receipt shall be prepared by the School Principal. All receipts prepared by the Organization shall include the following information:

1. The amount of cash received and/or a description (but not an assessment of the value) of any noncash property received;
2. A statement of whether the Organization provided any goods or services to the donor in consideration, in whole or in part, for any of the cash or property received by the Organization from the donor, and
3. If any goods or services were provided to the donor by the Organization, a description and good faith estimate of the value of those goods or services.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Change in responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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**SOP # REV106 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title:** REV106 GIFTS-IN-KIND

**Policy:** MERF may accept contributions of goods or services that can be used to advance the mission of MERF and/or any of its schools or may be converted readily into cash. When accepting a gift-in-kind, the receiver must ask the donor to complete as an example REV106 Ex1 GIFT-IN- KIND FORM. Once the donor has completed the form, the receiver must sign the form and send it immediately to the central office for processing.

**Purpose:** To ensure that Gift-In-Kind transactions are handled in accordance with IRS guidelines and are properly recorded.

**Scope:** All Gift-In-Kind transactions.

**Responsibilities:**

Receiver is responsible for assessing the gift for usefulness to the Organization.

School Principal is responsible for handling donor documentation.

The Financial Analysts are responsible for assessing value of gift and informing Back-office provider so that it can be recorded into the accounting system.

**Definition:** **Gifts-In-Kind** - Transactions categorized as a voluntary contribution of goods or services that can be used to advance the mission of MERF or can be readily converted to cash and may qualify as a charitable deduction for the person(s) making the gift.

Contributed services cannot be counted as a gift and do not qualify as a charitable tax deduction to the donor. However, a donor of services may be able to deduct expenses incurred while performing said services. In such cases, the donor should be advised to consult with a tax accountant.

**Background:** The IRS has specific regulations regarding gifts-in-kind. This policy outlines the process an employee of MERF should follow when presented with a gift-in-kind. It limits the liability that may inadvertently be assumed by placing value on gifts or by accepting a gift that does not advance the mission of MERF or cannot be readily converted to cash. It further assures that a donor will receive timely acknowledgement of his/her contribution.

**Procedure:**

**1.0 RECEIPT OF GIFT**

2 When presented with a potential gift-in-kind, an individual must assess if the gift can be used to advance the mission of MERF or could be readily converted to cash. If there is any question as to whether the contribution meets either of these.

criteria, the individual should contact his/her immediate supervisor or the central office.

- 2.0** If the gift is accepted, the individual should offer an immediate and sincere expression of gratitude. At that time, the donor should be given a Gift-In-Kind form and be encouraged to complete the form at that time. If the donor is unable or unwilling to complete the form, the receiver may complete the form, write "N/A" as the estimated fair market value, and enter that the form was completed by him/her in the note section in the lower right hand corner.

The individual accepting the gift cannot offer tax advice or dictate the value of the contribution. It is the responsibility of the donor to determine the fair market value of the contribution. **Note:** the value is for MERF internal gift reporting and accounting only; the donor's receipt and/or acknowledgement will not indicate value in any way that could be construed as an endorsement of its value.

- 2.1** If the item is personal property of the donor and is valued at more than \$5,000, the donor must obtain a certified appraisal. The appraisal cannot be dated more than 60 days from the date of the donation. It must be prepared, signed and dated by a qualified appraiser. Federal law requires that the donor pay for the appraisal. (The cost of the appraisal is also tax deductible). This value will be used for gift reporting purposes only.

**What constitutes a qualified appraisal:**

- I. Appraiser must hold himself or herself out to the public as an appraiser and state credentials showing that he or she is qualified to appraise the type of property being valued.
- II. Appraiser must value the property no more than 60 days before the date of gift; it can be done after the gift has been accepted by the MERF.
- III. Appraiser cannot be (1) the donor, (2) the donee (MERF), (3) any party to the transaction, (4) an appraiser used regularly by (1), (2) or (3), or anyone employed or related to (1),(2), or (3).

The appraisal must contain the following information:

1. A description of the item
2. Its physical condition
3. The date (or expected date) of the contribution
4. Name, address and tax ID number of the appraiser
5. Qualifications of the appraiser including his/her background, experience and education
6. A statement that the appraisal was prepared for income tax purposes
7. Date the item was valued
8. Appraised fair market value of the item
9. Method of valuation (income approach; market data approach; replacement cost minus depreciation approach.)
10. Appraiser must complete Part IV of Section B on form 8283

- 2.2** The individual accepting the gift will sign and date the Gift-In-Kind form only after the donor has irrevocably turned over the gift-in-kind. Once signed, the

form should be turned over to the School Principal immediately for processing and acknowledgement.

- 2.3 The School Principal will notify the Finance team of the contribution. The Finance team will then provide necessary information to Back-office provider so that it can be assigned as an asset or income to the appropriate school or to the central office.

## 2.0 COMPLIANCE

- 2.1 The IRS allows an individual to deduct the full fair market value of a donated item if it is kept by MERF and used for one of its tax-exempt purposes. If the item is to be converted to cash, then the donor may claim a deduction of the cost value or the fair market value, whichever is less. **It is the sole responsibility of the donor to determine the value of a contributed item; the receiver cannot assign a value to the donated item(s).**
- 2.2 Upon receipt of a gift-in-kind, MERF will issue an acknowledgement to the donor along with a copy of the Gift-In-Kind form. The acknowledgement will contain only a description of the contribution and will not include a statement as to the value of the contribution. It will further contain a statement as to what, if any, goods or services were given in exchange for the contribution. MERF cannot issue an acknowledgement for contributions that cannot be used or readily converted to cash.
- 2.3 For gifts with values exceeding \$5,000, the donor must complete all parts of IRS form 8283 and submit the form to MERF for signature. The School Principal, the Chief Financial Officer and the Chief Executive Officer are the only individuals authorized to sign 8283 forms.

If MERF has signed an IRS form 8283 and then sells, exchanges or otherwise transfers the gift within two years from the date of gift, the central office must file a donee information return, IRS form 8282, within 125 days of disposing the property. MERF will advise the donor if such a transaction occurs as it may affect the charitable tax deduction for which they qualify.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Accounting Policies and Procedures

**REV106 Ex1 GIFT-IN-KIND CONTRIBUTION FORM**

**Date:** \_\_\_\_\_

**Event Name** (if applicable): \_\_\_\_\_

**Donor Information:**

**Donor Name** \_\_\_\_\_

Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime phone \_\_\_\_\_ E-mail Address \_\_\_\_\_

**Gift Description:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Estimated fair market value (by donor):** \$ \_\_\_\_\_

**Special instructions (e.g., item delivery or pick up, restrictions, etc.):**

\_\_\_\_\_

**Please return this form to:**

Finance Department

Ph

one: (714)892-5066 13950

Milton Ave. Fax:

(714)362-9588

Suite 200B

Westminster, CA 92683

Per IRS regulations, any item you value over \$500 requires IRS Form 8283; any item you value over \$5,000 requires Form 8283 and a written appraisal.

*This form does not serve as a receipt for this contribution, but is intended for our internal record keeping purposes only. A receipt describing the items or merchandise donated will be mailed to the address supplied above. Magnolia Educational & Research Foundation is unable to include the estimated value on the donor receipt. It is the responsibility of the donor to substantiate the fair market value for his/her own tax purposes. The donation of services, although very valuable and much appreciated, is generally not considered tax deductible by the IRS. Please consult with your tax advisor to determine the tax implications of your gift.*

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**SOP # REV107 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: REV107 RESTRICTED FUNDS**

**Policy:** To properly record and track funds with restrictions in order to ensure the donor's intended uses are met, assist with cash flow planning purposes, and to stay within compliance with laws relating to use of restricted funds.

**Purpose:** Generally accepted accounting principles require the Organization to classify funds based on the restrictions provided by the donor. These classifications may be unrestricted, temporarily restricted or permanently restricted. Donor restrictions should be in writing, to ensure proper treatment.

**Scope:** This procedure applies to funds received that are classified as temporarily or permanently restricted.

**Responsibilities:**

Back-office provider is responsible for recording restricted donations and releases from restrictions properly in the accounting system. Back-office provider is also responsible for periodic reconciliation of restricted asset totals and monitoring restrictions to determine whether they have been met.

Chief Financial Officer is responsible for monitoring of restrictions and determining whether fulfilling restrictions can be viable for the Organization.

**Definition:**

**Unrestricted Net Assets** - net assets whose use is not restricted by donors, even though their use may be limited in other respects, such as by board designation.

Pledges receivable are considered to be temporarily restricted because of an inference that uncollected amounts are intended for future periods.

**Temporarily Restricted Net Assets** - net assets whose use are limited by donors to either a specified purpose or a later date.

**Permanently Restricted Net Assets** - net assets whose use are restricted in perpetuity, such as endowments.

**Procedure:**

**1.0 RESTRICTED FUNDS**

**1.1** At the time revenue is earned by the Organization, the Financial Analysts with the support of Back-office provider will review any related documentation associated with the revenue to determine whether there are any restrictions on the money.

Examples

## Accounting Policies, Procedures and Forms

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of restrictions are individual donations given with the intent of supporting a particular program or campaign, a grant received to operate a specific program or project, and donations received to hold in perpetuity. This information can be found on the award letter or on the financial instrument itself. If the revenue is determined to contain restrictions, Back-office provider will record in a separate class in the accounting system to keep separate from unrestricted funds.

- 1.2 Temporarily Restricted Funds** – These funds will be monitored for satisfaction of donor restrictions on a regular basis. Once stipulations are met, they are reclassified from temporarily restricted funds to unrestricted funds regardless of when the related expenses will occur. This is known as “net assets released from restrictions.”
- 1.3 Permanently Restricted Funds** – These funds are restricted by the donor for a designated purpose or time restriction that will never expire. The intent is that the principle balance of the contribution will remain as an investment forever, and the Organization will utilize the interest and investment returns, such as with an endowment.
- 2.0 ACCOUNTING FOR RESTRICTED FUNDS**
- 2.1** In addition to the obligation to its donors, the Organization is bound by law to spend contributed dollars as designated. If a condition on restricted funding has not been fulfilled and the money has been spent, the donor can demand that the funds be returned, pursue legal action, or contact the Office of the Attorney General. It is of the utmost importance that donor restricted funds are handled properly.
- 2.2** Do not budget to spend money unavailable to Organization. When planning and budgeting, be mindful of any and all of the time and activity restrictions present on restricted funds. Understand how restrictions will impact cash flow and availability of funds.
- 2.3** Educate staff and board members who are accountable for the Organization’s financial decisions so that they fully understand funding restrictions. Know when the restrictions are satisfied and how to release the funds from restriction.
- 2.4** When analyzing financial reports, pay close attention to unrestricted funds and, unless you are making decisions regarding programming for which the funds have been restricted, avoid basing decisions on restricted funds. Try to focus your attention on the “Unrestricted” amounts. Formatting financial report with columns that delineate unrestricted and restricted funds can be very helpful.
- 2.5** Most restrictions on funds directly relate to the grant or fundraising request. When researching and applying for grants, be aware of any challenges that potential restrictions could present to the Organization.
- 2.6** Fundraising letters and appeals can inadvertently place restrictions on donations. Be certain that managers and donors understand the purpose of contributed dollars and understand if restrictions are present. Also, be certain that staff charged with fundraising understand that appeals can lead to restricted gifts.

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- 2.7** Work with staff to understand the true cost of programming. Allocate all direct costs associated with a program. These allocations help to prepare more accurate budgets for grants and fundraising appeals, and better utilize contributions restricted to specific programs to ease the pressure on limited general operating dollars.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>2/14/13</b>	Initial Release	
1	<b>11/12/15</b>	Change in responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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**SOP # PUR101 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: PUR101 VENDOR SELECTION**

**Policy:** To ensure the performance capabilities of all vendors and maintain the internal controls of over the purchasing functions, vendor selection , quality control , and certain procedural requirements.

**Purpose:** To provide the methods for determining, documenting and, when applicable, inspecting vendors for compliance with Organization policies and contract purchasing requirements.

Purchased products and services should conform to specified requirements. This starts with selection of appropriate suppliers, consultants, and contractors that have the capability and systems to supply products, materials and services to satisfy Organization requirements. Suppliers and consultants are controlled to the extent necessary based on the effect of the purchased items and services on the quality of the Organization's products and services.

**Scope:** This procedure applies to all vendors of products, materials, and services that directly affect the quality of the Organization's products and services.

**Responsibilities:**

The Board of Directors shall have authority to approve all contracts including budgeted and non-budgeted items over \$50,000.

Chief Executive Officer shall have authority to approve all contracts up to and including the amount \$50,000 for all budgeted and non-budgeted amounts.

School Principal is responsible for initial supplier, contractor, and consultant (Collectively the "Supplier") identification and for collection of business information related to the potential supplier. School Principal shall have the ability to approve purchases up to and including the amount of \$10,000.

All MPS Chief Executive Team Members are responsible for approving contracts up to \$10,000 that are within the approved budget.

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## Accounting Policies, Procedures and Forms

### Procedure:

#### 1.0 VENDOR SELECTION

##### 1.1 New vendors are to be evaluated using the following criteria:

- Pricing: competitive pricing is one component of the evaluation and may be out weighed by other factors. Pricing alone will not be a deciding factor unless all else is equal.
- Parts availability and shipping time frame.
- Performance capability (i.e., financial status, sufficient facilities, capability of equipment and employees, professional licenses, years of experience).
- Internal Quality Assurance program: Contractors undergo PEER Review, hold additional licenses, are given preference.
- Reference checks.
- Warranty information if applicable.
- Whether the vendor is debarred from receiving State and/or Federal funds

##### 1.2 Ongoing evaluation of suppliers:

- On-Time Delivery, 100% on time expected (0 days early, 0 days late)
- Quality: (Items (or lots) rejected/Total items (or lots) received) X 100. Ratings less than 95% require corrective action. Exceptions to the 95% Corrective Action requirement may be given where the total quantity of items or lots received is small and at the Controller's discretion.

##### 1.3 Qualified vendors will be maintained on an Approved Vendor List for purchasing. The approved list can be as simple as those vendors that are retained as "active" in the accounting system.

#### 2.0 VENDOR INSPECTIONS

- 2.1 For critical components that the Organization desires to rely on the quality assurance of the vendor to reduce receiving inspection or testing requirements such as with high end computer parts, an on-sight vendor inspection may be performed and approved.
- 2.2 The Controller will coordinate with the Purchase Agent to plan, arrange and designate staff for all vendor inspections when considered necessary by the Chief Financial Officer.

#### 3.0 VENDOR FILES

- 3.1 A vendor file will be prepared and maintained for all vendors on the Approved Vendor List, which will be used for significant or on-going purchasing. The vendor files will be kept alphabetically and should include the following:

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- IRS W-9 Taxpayer Identification Certificate (a PDF download is available at: <http://www.irs.gov/pub/irs-pdf/fw9.pdf>)
- Resale certificates (only required for those that resell their purchases)
- Legal contracts, dealer or marketing agreements, etc.
- Long-term blanket purchase order commitments
- Proof of insurance
- Any other relevant correspondence or documentation

**3.2** Form 1099 must be filed at year-end for the proper reporting of income to certain vendors. To determine whether or not one needs to be filed, all non-merchandise vendors should complete an IRS W-9 Request for Taxpayer Identification Number Certificate. A copy can be obtained via the IRS website ([www.IRS.gov](http://www.IRS.gov)) or by contacting the local IRS office. The vendor indicates on the form the reporting status. Note: Incorporated vendors do not receive 1099s.

This applies to all contractors for service (repair person, accountant, consultant, etc) who are NOT incorporated, and to all lawyers, regardless of incorporation. It is important to make this determination before engaging the contractor so that all payments can be properly tracked for 1099 reporting purposes at the inception.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	2/16/15	Segregation of Duties	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	
3	2/11/2021	Revision to increase the approval limits	Serdar Orazov, CFO

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**SOP # PUR102 Revision: 3****Prepared by: Central Office****Effective Date: 9/5/17****Approved by: BOD****Title: PUR102 GENERAL PURCHASING**

**Policy:** All purchases of goods and services shall be consistent with the Board-approved budget. The investment in supplies and capital equipment will be facilitated through the Purchasing Department, maintained at the lowest effective level and supervised consistent with a common set of procedures and controls as required by all regulatory and customer contract requirements.

**Purpose:** To outline the actions to be taken for 1) the procurement of supplies and capital equipment, 2) the completion of related documents.

**Scope:** This procedure applies to the purchase of all supplies and capital equipment for all departments within the Organization.

**Responsibilities:**

All personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals.

Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment.

Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made.

The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider.

**Procedure:****1.0 ORDER DETERMINATION AND REQUISITION**

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- 1.1 Purchasing should obtain the optimal price for any purchases. All purchases above \$5,000 require at least 3 quotes to be obtained. Quotes may be submitted by the requestor, Controller or the Purchase Manager can obtain the 3 quotes. The quotes are entered into Purchasing Software along with evaluation and selection of the best option by the requestor. The Chief Financial Officer reviews the 3 quotes and forwards the recommendations to the Chief Executive Officer for final review and decision.

PUR102 General Purchasing

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1.2 For purchases of goods and supplies, a request in the Purchasing Software will be prepared by the originating individual or department. The Purchasing Software request should be completed and approved with the following items and any additional supporting documentation:

- Complete description with part or model numbers and link to website if available
- Engineering drawings and specifications
- Type, Class, Grade required
- Quantity required
- Date required
- Requesting department, account code, and allowance/resource code
- Recommended vendor or source if applicable
- Other requirements
- Special shipping requirements
- Special inspection requirements upon receipt
- Itemized Receipts

For the following purchases, additional information is required:

- Textbooks – Full ISBN
- Airline tickets - passenger(s) legal name(s), date of birth, gender, departure/arrival airport codes and exact dates
- Vehicle rentals - vehicle type, exact dates and exact pick up/drop off locations

1.3 If the requisition is for subcontracted services:

- A complete description of the service to be performed
- Engineering drawings and specifications if appropriate
- Requirements for qualification of personnel
- Other documents such as insurance forms, etc.
- Quality standards to be applied

1.4 Purchasing/Accounting will analyze terms, vendor, pricing, quantity breaks, etc., and will order accordingly in the Organization's best interest. Purchasing will notify the requester of any material variances prior to placement of the order.

1.5 Reimbursements for purchases made by staff will be processed upon proper authorization through the Purchasing Software.

## 2.0 ORDER PLACEMENT

2.1 Requestor is responsible for completing a purchase order form for all orders in excess of \$1,000. This can be processed through the Purchasing Software. Purchase orders are exempted for items such as salaries and related costs, utilities, building leases and debt service payments, other leased equipment, utilities, contracted services, insurance, legal expenses.

2.2 PUR102 General Purchasing page 2 of 6

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- 2.3** If there are any requirements for items to be inspected at the supplier's or the Organization's premises by the Organization or our customer, the arrangements and method of product release shall be included in the purchasing information.
- 2.4** Buyers must review their purchase orders for accuracy. The buyer submits their authorization through the Purchasing Software indicating the review was performed.
- 2.5** Orders can be placed with the vendor either by telephone, fax, internet or mail. When placing orders by telephone, the vendor contact and date of order should be noted and a confirming copy of the order sent to the vendor. Pre-approval for any purchase is always required.
- 2.6** Purchasing is responsible for communicating with those receiving the supplies, following-up on shipping, delivery, and expediting and partial shipments of ordered items. Purchasing can either telephone vendors or use a PUR102 Ex1 PURCHASE ORDER FOLLOW-UP form to verify, trace or expedite orders.
- 3.0 RECORDKEEPING AND MATCHING**
- 3.1** When Purchase Orders are issued, the Purchasing and Accounting copies will be placed in an Open File until the items are received. The Open File should be reviewed on a weekly basis to determine whether any orders need follow up.
- 3.2** Items will be received in accordance with procedure PUR103 RECEIVING AND INSPECTION. The completed vendor's packing list is kept at the site where the shipment was received.
- 3.4** For partial shipments, a note will be made in the Purchasing Software to identify the shipment as partially received. The original Purchase Order will be kept in the open file until all items are received.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>2/14/13</b>	Initial Release	
1	<b>2/13/15</b>	Segregation of duties and limits	Oswaldo Diaz, CFO
2	<b>11/12/15</b>	Inclusion of back-office provider service provider processes	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	
4	5/9/19	Revision to comply with LAUSD Oversight report recommendations	Nanie Montijo, CFO
5	3/29/2021	Revision to update the procurement policy	Serdar Orazov, CFO



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PUR102 Ex1 PURCHASE ORDER FOLLOW-UP

To:

Date: \_\_\_\_\_

**Please rush a reply to us by fax or telephone on the information requested below. Thank you.**

Our Purchase Order #: \_\_\_\_\_

From:

Dated: \_\_\_\_\_

**Please Respond To Our Request As Indicated Below**

Can you ship in accordance with our requested date? \_\_\_\_\_

Please review attached and confirm accuracy of all information and prices. Acknowledge below. invoice.

These items are not taxable. Our Tax Exempt No. is \_\_\_\_\_  
Please revise

Incorrect calculations on invoice noted. See attached and verify.

**Comments or Reply:** \_\_\_\_\_

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**SOP # PUR103 Revision: 2**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**TITLE: PUR103 RECEIVING AND INSPECTION**

**Policy:** All parts, components, goods and materials will be received in an organized manner and inspected for conformance prior to stocking or use in order to provide an initial quality control inspection. Any items or shipments rejected will be properly quarantined from other inventory items until disposition.

**Purpose:** This procedure outlines the steps for the receiving and inspection of materials, components, or parts and the disposition of rejected items.

**Scope:** This procedure applies to the receipt of all purchases.

**Responsibilities:**

Anyone Performing the Receiving Function are responsible for receiving, inspecting materials, filing receiving documents at site, and marking purchase order as received.

Purchasing is responsible for accepting or rejecting damaged goods. Back-office provider is responsible for payment of invoices.

The Finance Department will review and authorize all rejections.

**Procedure:**

**1.0 RECEIVING**

**1.1** A "receiver" is any form used to record the specific types and counts of product or materials received. Usually, the receiver is provided by the vendor and is not part of the Organization's system at all.

An example of this would be a detailed packing slip, furnished by the vendor with the shipment. The packing slip should be kept at the school site.

All incoming product or materials are to be counted and reconciled with what was originally purchased. Discrepancies must be recorded.

**1.2** All incoming shipments must be examined for apparent package damage. If the shipment has apparent damage, notify Purchasing/Accounting immediately. Purchasing will decide to either accept or reject the shipment from the carrier and/or file a freight claim.

**1.3** If the shipment shows no signs of damage or the Purchase Manager or School Site Principal or designee has decided to accept a damaged shipment, count the shipping pieces (i.e., packages, boxes but not the contents; see Inspection below) and confirm with the bill of lading and note any exceptions (i.e., package damage or shortages).

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**2.0 INSPECTION**

**2.1** At the receiving holding area, each shipment should be unpacked and all items piece counted and matched to the packing list. If a packing list is not available, complete as an example PUR103 Ex1 RECEIVING AND INSPECTION REPORT.

**2.2** The shipment will then be inspected for conformance according to the inspection level required for each part number (see PUR103 Ex3 INVENTORY INSPECTION LEVELS). If multiple part number classes are included in the shipment, each class will be segregated and inspected accordingly.

**2.3** Any previously undiscovered damage to individual inventory items should be noted on the inspection report and immediately followed up with the vendor.

**3.0 REJECTION, DISCREPANCIES AND DISPOSITION**

**3.1** Any count discrepancies will be noted on the packing list or as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT, signed and forwarded to Purchasing. Purchasing will then follow-up with the vendor to resolve the shipping discrepancy.

**3.2** If there is a non-conformance discrepancy, the suspect goods will be red-tagged and separated (quarantined) from other parts and immediately placed in a separate holding area for disposition.

**3.3** If only partial goods in the shipment are of non-conformance, the accepted goods should be noted on the paperwork and stocked or placed in use per above procedure.

**3.4** Complete as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT for any rejected parts. Accounting will review and authorize all rejections and complete Part II of the report.

**3.5** Goods found to be in conformance or suitable for their intended use and accepted by Accounting will have the red tag removed and be returned to the receiving area or location the product is needed for use. Accounting will note on the report the justification for any accepted parts and forward the report along with the packing list to the Purchase Manager.

Goods rejected by Accounting will continue to be quarantined and red tagged until disposed. Purchasing will determine and arrange for the appropriate disposition of rejected items (i.e., return to vendor for credit, scrap, etc.).

**3.6** Unidentified shipments should be resolved by the Purchase Manager. Contact the Chief Financial Officer to resolve any suspicious looking packages.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Changes to responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and position	

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## PUR103 Ex2 RECEIVING AND INSPECTION REPORT

**PART I RECEIVING**

Date: \_\_\_\_\_

Vendor/Supplier/Subcontractor: \_\_\_\_\_

P.O. Or Contract No.: \_\_\_\_\_

Item No.	Description	INSPECTION Criteria	QUANTITIES Ordered	Received	Inspected	Accepted	Rejected
----------	-------------	------------------------	-----------------------	----------	-----------	----------	----------

Received By: \_\_\_\_\_

**PART II INSPECTION**

Inspected By: \_\_\_\_\_

Sample Lot	Conformance/Discrepancies to Specifications			
	YES	NO	YES	NO
Lot Size: _____			Shipping Damage	Functional
Sample Qty: _____			Markings/Finish	Dimensions
Accepted: _____			Attributes	Other
Place in Stock			Date: _____	Rejected: _____
Forward to Next Operation			Cause for Rejection: _____	

**PART III REJECTED PARTS DISPOSITION**

Return to Vendor \_\_\_\_\_ Conditional Acceptance Approvals \_\_\_\_\_

Signature \_\_\_\_\_ Signature \_\_\_\_\_

Remarks: \_\_\_\_\_

Further comments may be noted on back of report or additional sheets if necessary.

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## PUR103 Ex3 INVENTORY INSPECTION LEVELS

The following are generic descriptions of the type of inspections that should be performed for various classes of inventory items. These descriptions are not completely comprehensive for all the possible types of inventory that can be received and therefore, the inspector should use appropriate judgment to determine any special inspection procedures that may be necessary for unique items.

The inspection levels are intended to be cumulative in that higher level inspections will also include all lower level inspection procedures.

The percentage of the total parts inspected will be according to the part number specifications. For example, an inspection level indication of "Level II, 25" would require that 25% of the parts received in the shipment will be examined at a Level II inspection.

If defects or rejected items are discovered within a shipment and less than a 100% inspection has been performed, the receiving inspector will consult with the Quality Control Manager to determine the appropriate action for assurance of the remainder of the shipment.

- Level I: Visual inspection of the shipment or lot. Items appear reasonably to match packing list description(s). Nothing comes to the attention of the inspector as noticeable defects or as unusual and unordinary.
- Level II: Actual hands-on visual inspection of individual parts. Each part inspected will be analyzed for the quality of workmanship and construction and the appearance of any defects.
- Level III: A functional test of the part will be performed as appropriate for the item. For example, pneumatic parts should indicate function when attached to compressed air source; moving parts should rotate, slide etc.; electrical components should operate, light, etc.
- Level IV: The part will be inspected against a set performance or measurement standard as indicated in the part file. For example, structural items will be measured for compliance to drawings within specified tolerances; electrical and mechanical devices will function according to specified performance standards.

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**SOP # PUR104 Revision: 4**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS**

**Policy:** Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

**Purpose:** To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

**Scope:** This procedure applies to all purchases including, contractors, consultants, and merchandise and non-merchandise purchases.

**Responsibilities:**

The Principal at each school site is responsible for reviewing and approving payments under \$10,000 in the purchase software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments above \$10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operations Officer, the Chief External Officer or Regional Directors the authority to approve expenditures up to \$10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over \$25,000 in accordance with the board approved budget, as well as up to \$50,000 for non-budgeted items.

Back-office provider is responsible for payment of invoices in a timely manner.

**Background:** Properly recording liabilities is generally a three-step process, particularly, for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For accuracy and timeliness of data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoicing from the consultant is received unless and accrual has been recorded to recognize the total estimated cost of the consultant's services.

By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

### **Procedure Overview:**

Cash disbursements are generally made for:

1. Payments to vendors for goods and services
2. Taxes/license fees
3. Staff training and development
4. Memberships and subscriptions
5. Meeting expenses
6. Employee reimbursements
7. Marketing/promotional materials Checks

are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through the purchasing software. Documentation for the purchasing software requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained; however this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in the purchasing software. Please see PUR106 Reimbursements for more details.

Requests for payment are reviewed in the purshasig software by the Principal, Controller, or Chief Financial Officer dependent on purchase amount. The appropriate personnel:

1. Verifies expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the Finance team for processing

Back-office provider processes all payments and:

1. Immediately enters them into the Accounts Payable module unless it is paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the authorizing party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature.
4. Stamps invoice "paid"
5. Mails checks and appropriate backup documentation
6. Files all backup documentation in the appropriate file
7. Monitors accounts payable throughout the month

**Procedure:**

**1.0 DOCUMENTING ACCOUNTS PAYABLE**

**1.1** The following documents will be forwarded to Back-office provider accounts payable as a pdf batch for temporary filing and subsequent matching to form an accounts payable voucher package:

- Purchase Order from the purchasing software
- Vendor invoice
- Vendor/Consultant contract

**1.2** Once Back-office provider has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.

The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.

- The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received. Any discrepancies must be followed-up and resolved prior to commencing with the disbursement process.
- Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.
- Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

## **2.0 RECORDING NON-MERCHANDISE PAYABLES**

- 2.1** Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.
- 2.2** Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial the entry.

## **3.0 PAYMENT OF ACCOUNTS PAYABLE**

- 3.1** Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by the Finance team. The Finance team should select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete, process the disbursements by either printing the check, electronic online bill pay, wire transfer, or ACH withdrawal for the selected bills to be paid.
- Note: Accounts payable should normally be paid within 15 business days unless otherwise determined by the Chief Financial Officer.
- 3.2** Any vendor credits which are amounts owed to the Organization should be applied to amounts currently owed to the vendor when determining payment. These are normally received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made. There is no reason to "age" a credit memo.
- 3.3** Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing

- 3.4** Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices “paid” to document they've been paid. Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.
- 3.5** If one check or electronic online bill pay pays several Invoices then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check number sequentially in the checks paid binders.
- 3.6** Mail the checks as soon as possible once checks have been posted and "paid" by the system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

#### **4.0 MANUAL CHECKS**

- 4.1** The Organization does not permit the use of manual checks.

#### **Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	2/13/15	Revision of Purchase limits	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
3	6/6/16	Policy revision	Oswaldo Diaz, CFO
4	9/5/17	Revision to clarify processes and positions	
5	2/11/2021	Revision to increase the approval limits	Serdar Orazov, CFO

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**SOP # PUR105 Revision: 2**

**Effective Date: 9/5/17**

**Prepared by: Central Office**

**Approved by: BOD**

**Title: PUR105 PREPAID EXPENSES**

**Policy:** It is the policy of MERF to treat payments of expenses that have a time-sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, prepaids are only accounted for at the end of the fiscal year and the amount that is considered to be prepaid remains at the discretion of the Chief Financial Officer.

**Purpose:** To ensure the proper payment and accounting of expenses that have a future benefit allocated over time.

**Scope:** Any transaction that is currently paid that has a value that can be amortized over a future time period.

**Responsibilities:**

The Chief Financial Officer is responsible for reviewing and authorizing prepaid expenses.

The Finance Department with the support of Back-office provider is responsible for processing prepaid payments and amortizing the prepaid cost of the expected future life of the prepaid asset.

**Background:** Prepaid expenses are very common and allow the Organization to on occasion take advantage of pre-paying for certain expenses and thus recovering discounts or ensuring that a certain expense is fully paid.

**Procedure:**

**1.0 ACCOUNTING TREATMENT**

**1.1** Prepaid expenses with future benefits that expire within one year from the date of the financial statements shall be classified as current assets. Prepaid expenses that benefit future periods beyond one year from the financial statements date shall be classified as non-current assets.

**2.0 PROCEDURES**

**2.1** As part of the account coding process performed during the processing of accounts payable at the end of the fiscal year, all incoming vendor invoices shall be reviewed for the existence of time-sensitive future benefits. If future benefits are identified, the payment shall be coded to a prepaid expense account code.

**2.2** The Finance Department shall maintain a schedule of all prepaid expenses. The schedule shall indicate the amount and date paid, the period covered by the prepayment, the purpose of the prepayment, and the monthly amortization. This

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schedule shall be reconciled to the general ledger balance as part of the monthly closeout process.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

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**SOP # PUR106 Revision: 3**  
**Effective Date: 9/5/17**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title:** PUR106 REIMBURSEMENTS

**Policy:** Internal controls are required to ensure that only valid and authorized reimbursements are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments.

**Purpose:** To explain the practices for documenting, recording and issuing payments for reimbursement transactions.

**Scope:** This procedure applies to all reimbursements.

**Responsibilities:**

The Principal at each school site is responsible for reviewing and approving payments under \$10,000 in the purchasing software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments above \$10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief of Staff, the Chief External Officer or Regional Directors the authority to approve expenditures up to \$10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over \$25,000 in accordance with the board approved budget, as well as up to \$50,000 for non-budgeted items.

Back-office provider Accounts payable is responsible for payment of reimbursements in a timely manner. A timely manner is defined as within two weeks of submission.

**Background:** Properly recording reimbursements is generally a three-step process.

The first step is accurately submitting reimbursement receipts along with a proof of pre-approval.

The second step is obtaining the appropriate authorization to process payment.

The step involves the preparation, issuance of reimbursement payment in a timely manner, and subsequent filing of all paperwork for easy retrieval.

**Procedure Overview:**

Reimbursements are generally made for:

1. Travel and conferences
2. Mileage

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3. Meals
4. School/classroom supplies
5. Allowable academic expenses
6. Student awards
7. Other expenses

Reimbursement checks are processed on cycle or sooner.

All reimbursement requests must be approved by the authorized staff prior to being submitted to accounts payable. Accounts payable will review the account code for each invoice.

Every employee reimbursement or purchase request must be documented in the financial software with evidence of pre-authorization, receipts, nature of business, program allocation, and funding source:

**Travel and Conferences** - an itemized receipt from the hotel detailing all charges, the person(s) for whom the lodging was provided, and the specific business purpose. This includes itemized receipts for parking, tolls and bridges, car rentals, taxis, and conference receipts not to exceed the current Government Services Administration (GSA) per diem rates. Current rates are available at [www.gsa.gov/perdiem](http://www.gsa.gov/perdiem). (See G&A103, Travel and Entertainment policy for more detailed information.)

**Car Rentals** – Advanced approvals are required. The employee may make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment. Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.

**Mileage/Personal Vehicles** - An employee required to use their own automobile for business will be reimbursed in accordance with the current IRS mileage reimbursement rate. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

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The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

**Meals and Entertainment** - a receipt must be provided showing the cost of food, beverage, and gratuities, including the names of every person for whom food or beverage was provided, and the specific business purpose. Entertainment expenses are disallowed. Meals are reimbursed based on actual receipt amounts not to exceed the following; Breakfast: \$7.00, Lunch: \$13.00, Dinner: \$20.00

Meal and Entertainment tips are limited to 15% (unless automatically assessed by the eating establishment) of the pre-tax meal total cost and any tip that is in excess of the pre-tax meal total cost will not be reimbursed. For example, a meal that costs \$10 may have an 8% sales tax bringing the total meal price before tip to \$10.80. Figure the tip on the \$10 amount at 15% or \$1.50 and that amount of tip or less is reimbursable. If you tipped more than a \$1.50, that difference is not reimbursable. You are always allowed to tip less than 15% should you choose to do so.

**School/Classroom Supplies, Allowable Academic Expenses, and Student Awards** – these expenditures are subject to the approval of the Principal. Gifts of any kind are never allowed. Student awards may only be paid from non-ADA and unrestricted sources. In other words, student awards may be paid from unrestricted fundraising or from other unrestricted sources of income, subject to approval of the Principal and/or Home Office.

**Other Expenditures** - a receipt from the vendor detailing all goods or services purchased (including the class of service for transportation) and the specific business purpose.

**Non-Reimbursable Expenses** - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel trip interruption insurance
- Airline or travel lounge clubs
- Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)
- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services

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- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club memberships
- Baby sitter or Pet care fees
- Barbers and Hairdressers

Requests for reimbursement payments are reviewed in the financial software by the Principal, Account Analysts, Chief Financial Officer, or Chief Executive Officer, dependent on purchase amount. The appropriate personnel:

1. Verifies and matches expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the Finance team for processing Accounts

Back Office Provider processes all payments and:

1. Immediately enters them into the Accounts Payable module.
2. Prints checks according to allocation and payment date provided by the approving party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature
4. Stamps invoice “paid”
5. Mails checks and appropriate backup documentation
6. Files all backup documentation in the appropriate file
7. Monitors accounts payable throughout the month

### **Procedure:**

#### **1.0 DOCUMENTING REIMBURSEMENTS**

All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the Financial system software. All reimbursement receipts must be submitted monthly and any receipt (except tuition reimbursement) that is older than 60 days will not be reimbursed. Employee may submit written justification for the late submission and will be processed at the discretion of the Chief Financial Officer.

All required original receipts for items charged must accompany all reimbursement documentation as well as uploaded into the financial system for approval and reimbursement payment process.

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In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	2/13/15	Amount limit changes. Mileage reimbursement rate.	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back office service provider and amount limit changes.	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	
4	9/12/19	Revision	Nanie Montijo, CFO
5	2/11/2021	Revision to increase the approval limits	Serdar Orazov, CFO

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**SOP # PUR107 Revision: 2**  
**Effective Date: 6/06/16**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: PUR107 BIDDING REQUIREMENTS**

**Policy:** To ensure the establishment of bidding requirements relating to multi-year service contracts, and to maintain the internal controls of the selection process.

**Purpose:** To provide the methods for determining a bidding process, documentation requirements, and award of contracts.

**Scope:** This procedure applies to all vendors of services.

**Responsibilities:**

Purchasing Agent or School Principal is responsible for providing a summary and justification related to the potential proposal.

Selection Committee is responsible for the review and recommendation of all contracts over \$25,000.

Chief Executive Officer and/or Chief Financial Officer is/are responsible for the examination of the bidding and selection process of all contracts above \$25,000.

Board of Directors are responsible for the approval of all bidding contracts above \$50,000.

**Procedure:**

**1.0 BIDDING REQUIREMENTS AND PROCESS**

**1.1** New service contracts in excess of \$50,000 shall be formally bid in accordance with the following:

- Request for Proposals (RFP): RFP requirements should include contract purpose, background, description of service, general information, time requirements, proposal requirements, and evaluation process.
- Public Notice: RFP will be posted in the Organization's website.
- Prospective Vendors: Selection Committee shall maintain a list of prospective vendors for the various categories of products and services purchased by the organization. All schools or departments should refer prospective vendors to the purchasing department for inclusion in the bidder file.
- Pending Bid File: A file shall be maintained by the selection committee of all invitations to bid currently pending.
- Evaluation: Evaluation of services and vendors will be in accordance with the RFP specifications and policy PUR101 vendor selection.

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- Bidder Files: Bidder files shall be maintained retaining the bids, bid comparison sheets, other submittals, and rationale in award. These bids shall be made available for the public upon request for a period of ninety (90) days after which time they will be archived for two (2) years.
- Bidding of contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.
- The RFP requirement doesn't apply to renewal and/or extension of the existing service contracts.

<b>Vendor Selection Requirements</b>			
	<b>Less than \$5,000</b>	<b>Between \$5,000 and \$50,000</b>	<b>Greater than \$50,000</b>
Bid process required?	No	Quotes or estimates	RFP
Acceptable forms of price comparison	N/A	Email, published catalogs, written	Written only
Minimum number of bids required	0	3	3
Submit bid documentation to the Procurement Office?	No	Yes	Yes

## 2.0 NONCOMPETITIVE NEGOTIATIONS

**2.1** Noncompetitive negotiations may be used for procurements in excess of \$50,000 when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or
- The product or service can be obtained only from one source, or
- The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or
- Only one satisfactory proposal is received through RFP, or
- The charter authorizer has authorized the particular type of noncompetitive negotiation.

## 3.0 STANDARDS OF CONDUCT

The following Standards of Conduct shall govern the performance, behavior and actions of MPS including, employees, officers, directors, volunteers and agents, who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.

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#### Accounting Policies, Procedures and Forms

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As representatives of MPS, all employees, officers, directors, volunteers and agents are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment. Employees are expected to be principled in their business interactions and act in good faith with individuals both inside and outside MPS.

### 3.3 Conflict of Interest

- 3.3.1 No employee, officer, director, volunteer or agent of the MPS shall participate in the selection, award or administration of a bid or contract supported by federal funds if a conflict of interest is real or apparent to a reasonable person.
- 3.3.2 Conflicts of interest may arise when any employee, officer, director, volunteer or agent of the MPS has a financial, family or any other beneficial interest in the vendor firm selected or considered for an award.
- 3.3.3 No employee, officer, director, volunteer or agent of the MPS shall do business with, award contracts to, or show favoritism toward a member of his/her immediate family, spouse's family or to any company, vendor or concern who either employs or has any relationship to a family member; or award a contract or bid which violates the spirit or intent of Federal, State and local procurement laws and policies established to maximize free and open competition among qualified vendors.
- 3.3.4 MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of twenty-five dollars (\$25) from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

### 4.0 ACCEPTANCE OF GRATUITIES

MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

### 5.0 DISCIPLINARY ACTIONS

Any MPS member, employee or designated agent of MPS who knowingly and deliberately violates the provisions of this code will be open to civil suit without the legal protection of MPS. Furthermore, such a violation of these procurement standards is grounds for dismissal by MPS as an employee, officer, director, volunteer or agent;

or other such sanctions as available under the law.

Any contractor or potential contractor who knowingly and deliberately violates the provisions of these procurement standards will be barred from future transactions with MPS.

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>2/16/15</b>	Initial Release	Oswaldo Diaz, CFO
1	<b>3/10/16</b>	Policy Revision	Oswaldo Diaz, CFO
2	<b>6/06/16</b>	Policy Revision	Oswaldo Diaz, CFO
3	2/11/2021	Policy Revision to update the limits	Serdar Orazov, CFO

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# Cover Sheet

## 2021-22 Certification of Signatures Form

<b>Section:</b>	III. Consent Items
<b>Item:</b>	B. 2021-22 Certification of Signatures Form
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2021-22 Certification_of_Signatures.pdf



<b>Board Agenda Item #</b>	III B: Consent Item
<b>Date:</b>	June 24, 2021
<b>To:</b>	Magnolia Board of Directors
<b>From:</b>	Alfredo Rubalcava, CEO & Superintendent
<b>Staff Lead:</b>	Serdar Orazov, Chief Financial Officer
<b>RE:</b>	2021-22 Certification of Signatures Form

### Proposed Board Motion

I move that the board approve the 2021-22 Certification of Signatures Form for Charter School Funds Distribution Authorization. Board Titles will be added once the Board approves on the appointment of Board Officers on June 24th, 2021. Signatures will be effective July 1, 2021 through June 30, 2022. Signatories will include the CEO & Superintendent, CFO, COO and MPS Board Members.

### Background

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts. The current form expires June 30, 2021, the new form will be in place July 1, 2021 to June 30, 2022.

### Budget Implications

There are no budget implications.

### Exhibits (attachments):

- Certifications of Signatures Form
- Resolution

Magnolia Educational & Research Foundation

SCHOOL DISTRICT

**CERTIFICATION OF SIGNATURES**

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections:

**K-12 Districts:** 35143, 42632, and 42633

**Community College Districts:** 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2021 to June 30, 2022 In accordance with governing board approval dated June 24, 2021.

Signature \_\_\_\_\_  
Clerk (Secretary) of the Board

**NOTE:** Please TYPE name under signature.

**Column 1**

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
<b>President of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Clerk/Secretary of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>
SIGNATURE
TYPED NAME
<b>Member of the Board of Trustees/Education</b>

**Column 2**

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
Alfredo Rubalcava
TITLE CEO & Superintendent
SIGNATURE
TYPED NAME
Serdar Orazov
TITLE Chief Financial Officer
SIGNATURE
TYPED NAME
Suat Acar
TITLE Chief Operations Officer
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE
SIGNATURE
TYPED NAME
TITLE

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS



**CERTIFICATION OF SIGNATURES RESOLUTION**

Date: June 24, 2021

Ares Ayson  
Interim Assistant Director  
Accounting and Financial Services  
Division of School Financial Services  
Los Angeles County Office of Education (LACOE)

Per LACOE Bulletin #5284, attached is the Certification of Signatures Resolution expiring on June 30, 2022 which was approved during our organizational meeting on June 24, 2021.

If you have any questions, please contact, \_\_\_\_\_, MPS Executive Assistant/  
Board Secretary at 213.628.3634 Ext.100 and \_\_\_\_\_.

Sincerely,

Magnolia Public Schools  
Executive Assistant & MPS Board Secretary

Attachment No. 2  
Info. Bul. No. 5284  
SFS-A19-2020-2021

## Cover Sheet

### Approval of 2021-22 MPS Board Meeting Calendar & Committee Meeting Calendar

**Section:** III. Consent Items  
**Item:** C. Approval of 2021-22 MPS Board Meeting Calendar &  
Committee Meeting Calendar  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2021-22 Board.Committee Calendars.pdf



Board Agenda Item #	III C: Consent Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	2021-22 MPS Board and Committee Meeting Calendars

### Proposed Board Motion

I move that the board approve the calendar for 2021-22 Regular MPS Board Meetings and Regular MPS Board Committee Meetings.

### Introduction

Per the MPS Board Bylaws, meetings are held the second Thursday of the month unless otherwise stated. For 2021-22 Regular Board Meetings, most meeting dates follow this practice except the meetings in November due to a holiday and January due to Winter Break. The month of June will have two Regular Board Meetings in correspondence to staff preparing for the next school year.

Because of the COVID-19 pandemic Governor Gavin Newsom signed Executive Order N-29-20 which suspended certain Brown Act requirements for conducting a teleconference meeting. On October 1, 2021, those flexibilities will be lifted. Starting in October 2021, MPS will conduct Board & Committee meetings in person and follow all Brown Act & SB126 regulations.

SB126: All Regular Board Meetings will be held within the jurisdiction of Los Angeles County, where the majority of the MPS student population resides. All 9 in-person meetings will be held amongst MSA 1-8 and the MPS Home Office. Additionally, per SB 126, all school sites (MSA 1-8, MSA-Santa Ana and MSA- San Diego), will remain open as remote locations during the duration of all special, emergency and regular committee and board meetings.

### Budget Implications

Costs associated with these meetings will be approved in the 2021-22 MPS budget. Each school site will budget for staff compensation for the extra hours worked during board/committee meetings.

### Exhibits (attachments):

- 2021-22 MPS Board Calendar
- 2021-22 MPS Committee Calendar



## **2021-22 BOARD MEETINGS CALENDAR**

Magnolia Educational & Research Foundation  
Magnolia Public Schools

All meetings begin at approximately 6:30 pm - 7:00 pm (PDT). Any changes will be reflected on the MPS website: [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

7/08/2021 - Zoom

8/12/2021 - Zoom

9/09/2021 - Zoom

10/14/2021 – Home Office

11/18/2021 – MSA-8

12/09/2021 – MSA-2

12/19/2021- Board Retreat

1/20/2022 – MSA-1

2/10/2022 – MSA-3

3/ 10/2022 – MSA-5

4/07/2022 – MSA-6

5/12/2022 – MSA-4

6/09/2022 – Annual Board Meeting - MSA-7

6/ 23/2022 – Home Office



### 2021-22 MPS Committee Calendar

<p style="text-align: center;"><b><u>September</u></b></p> <p>9/2/21 - Academic @ 6pm 9/9/21 - Stakeholder @ 6pm</p>	<p style="text-align: center;"><b><u>October</u></b></p> <p>10/14 - Finance @ 5:30pm 10/7 - Facilities @ 5:30pm</p>	<p style="text-align: center;"><b><u>November</u></b></p> <p>11/18 - Governance @ 6pm</p>
<p style="text-align: center;"><b><u>December</u></b></p> <p>12/2/21 - Academic @ 6pm 12/9/21 - Stakeholder @ 6pm</p>	<p style="text-align: center;"><b><u>February</u></b></p> <p>2/10 - Finance @ 5:30pm 2/3 - Facilities @ 5:30pm</p>	<p style="text-align: center;"><b><u>March</u></b></p> <p>3/10 - Dev/Stake @ 6pm 3/17 - Governance @ 6pm 3/17 - Academics @ 7pm</p>
<p style="text-align: center;"><b><u>April</u></b></p> <p>4/7 - Finance @ 5:30pm 4/14 - Facilities @ 5:30pm</p>	<p style="text-align: center;"><b><u>May</u></b></p> <p>5/12 - Governance @ 6pm</p>	<p style="text-align: center;"><b><u>June</u></b></p> <p>6/9 - Stakeholder @ 6pm</p>

## Cover Sheet

### Certification of Assurances, Protected Prayer Certification, Application for Funding

**Section:** III. Consent Items  
**Item:** D. Certification of Assurances, Protected Prayer Certification,  
Application for Funding  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2021-22 Certification of Assurances, Protected Prayer Certification, Application for  
Funding.pdf



Board Agenda Item #	III D: Consent Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	2021-22 Certification of Assurances, Protected Prayer Certification, Application for Funding

### Proposed Board Recommendation

I move that the Board approves the 2021-22 Certification of Assurances, 2021-22 Protected Prayer Certification, 2021-22 Application for Funding and General Assurances as presented.

### Background

- The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The items required to be approved by the Board are attached herein. The documents listed above should be approved within 6 weeks from the date Consolidated Application Reporting System(CARS) is released. The CARS was released on 6/10/2021.

Budget Implications

N/A

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

Submission of Consolidated Application to the CDE for all school sites is a requirement to receive categorical funds.

Name of Staff Originator:

Serdar Orazov, Chief Financial Officer

Attachments

- 2021-22 Certification of Assurances
- 2021-22 Protected Prayer Certification
- 2021-22 Application for Funding

Magnolia Science Academy (19 10199 6119945)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:37 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

**\*\*\*Warning\*\*\***

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Magnolia Science Academy (19 10199 6119945)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:37 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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Magnolia Science Academy (19 10199 6119945)

Status: Draft  
Saved by: cafer turan  
Date: 6/18/2021 11:28 AM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

**\*\*\*Warning\*\*\***

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Magnolia Science Academy (19 10199 6119945)

Status: Draft  
Saved by: cafer turan  
Date: 6/18/2021 11:28 AM

## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b>  ESSA Sec. 4101 SACS 4127	Yes
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Magnolia Science Academy 2 (19 10199 0115212)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:38 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

**\*\*\*Warning\*\*\***

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Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:38 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes
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Magnolia Science Academy 3 (19 10199 0115030)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:39 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

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Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:39 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

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The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes
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Magnolia Science Academy 4 (19 64733 0117622)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:40 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

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Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:40 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

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The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

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DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
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**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

**\*\*\*Warning\*\*\***

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes
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**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Magnolia Science Academy 5 (19 10199 0137679)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:44 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

**\*\*\*Warning\*\*\***

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Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:43 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes

**\*\*\*Warning\*\*\***

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b>  ESSA Sec. 4101 SACS 4127	Yes
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**\*\*\*Warning\*\*\***

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Magnolia Science Academy 6 (19 64733 0117648)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:44 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	<i>Alfredo Rubalcava</i>
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

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**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126

**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

**\*\*\*Warning\*\*\***

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b>  ESSA Sec. 4101 SACS 4127	Yes
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**\*\*\*Warning\*\*\***

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Magnolia Science Academy 7 (19 64733 0117655)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:45 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

**\*\*\*Warning\*\*\***

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Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:45 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

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DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
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**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

**\*\*\*Warning\*\*\***

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes
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Magnolia Science Academy Bell (19 64733 0122747)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:46 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

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Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:46 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
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Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft  
Saved by: cafer turan  
Date: 6/18/2021 11:36 AM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
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**Application for Categorical Programs**

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<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

**\*\*\*Warning\*\*\***

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes
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Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:47 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	<i>Alfredo Rubalcava</i>
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

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Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:47 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
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Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft  
Saved by: cafer turan  
Date: 6/18/2021 11:37 AM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

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Date of approval by local governing board	
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Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
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<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

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## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b>  ESSA Sec. 4101 SACS 4127	Yes
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Magnolia Science Academy San Diego (37 68338 0109157)

Status: Certified  
Saved by: cafer turan  
Date: 6/17/2021 11:46 AM**2021-22 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Signature	
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft  
Saved by: cafer turan  
Date: 6/17/2021 11:46 AM**2021-22 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Alfredo Rubalcava
Authorized Representative's Title	Chief Executive Officer and Superintendent
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft  
Saved by: cafer turan  
Date: 6/18/2021 11:36 AM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2021-22 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b>  ESSA Sec. 4101 SACS 4127	Yes
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**\*\*\*Warning\*\*\***

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# Cover Sheet

## Approval of MPS Board Committee Structure

<b>Section:</b>	IV. Action Items
<b>Item:</b>	A. Approval of MPS Board Committee Structure
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Revised Board Committee Structure.pdf



Board Agenda Item #	IV A: Action Item
Date:	June 24, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Yapanel, MPS Interim Chair
RE:	Approval of Revised MPS Board Committee Structure

### Proposed Board Motion

I move that the board approve the changes to the MPS Board Committee structure to take effect June 25, 2021 as presented in this report.

### Background

- Currently there are 5 Board Members, Committees must be composed of no more than 2 board members as a majority of the board cannot serve in any one committee

Below is the previous Board Committee Structure approved on February 11, 2021:

Magnolia Public Schools Board of Directors Committees						
	Academic	Audit/Facilities	Finance	Governance	Stakeholder	
Haim Beliak	X	X	X			3
Mekan Muhammedov		Chair	X			2
Diane Gonzalez		X			Chair	2
Sandra Covarrubias	Chair			X	X	3
Salih Dikbas	X		Chair	X		3
Umit Yapanel				Chair	X	2
<b>Alternate</b>	Diane	Umit	Umit	Diane	Mekan	

Recommended MPS Board Committee Structure:

Magnolia Public Schools Board of Directors Committees						
	Academic	Audit/Facilities	Finance	Governance	Stakeholder	
Mekan Muhammedov		Chair	X			2
Diane Gonzalez	Chair	X				2
Sandra Covarrubias	X			X	Chair	3
Salih Dikbas			Chair			1
Umit Yapanel				Chair	X	2
<b>Alternate</b>	Salih	Umit	Umit	Salih	Mekan	

# Cover Sheet

## Appointment of 2021-22 MPS Board Officers

<b>Section:</b>	IV. Action Items
<b>Item:</b>	B. Appointment of 2021-22 MPS Board Officers
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Officers 2021-22.pdf



Board Agenda Item #	IV B: Action Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Appointment of 2021-22 MPS Board Officers

### Proposed Board Motion

I move that the board appoint \_\_\_\_\_ to serve as the MPS Board Chair, \_\_\_\_\_ as the MPS Vice-Chair and \_\_\_\_\_ as MPS Board Secretary beginning June 25, 2021- June 30, 2022.

### Introduction and Background

Every year MPS approves the annual appointment of the Board Chair, Board Vice-Chair and Board Secretary. For 2020-21 Board appointments were as followed: Rabbi Haim Beliak, Board Chair; Dr. Umit Yapanel, Board Vice-Chair; Barbara Torres, Board Secretary. On June 8, 2021, Rabbi Haim Beliak resigned as Board Chair and MPS is now looking to fill in the vacancy and make any adjustments based on the Boards direction for the 2021-22 year.

Current Board Secretary is MPS staff member Ms. Barbara Torres which will be changed to Ms. Jennifer Lara.

Given that this item did not go to the Nominating/Governance Committee for review and recommendation, the board shall discuss their nominations and create the motion at this meeting.

### Budget Implications

This action has no budget implications.

# Cover Sheet

## Approval of Portrait of a Graduate

<b>Section:</b>	IV. Action Items
<b>Item:</b>	C. Approval of Portrait of a Graduate
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Portrait of a Graduate.pdf



Board Agenda Item #	IV C: Action Item
Date:	June 24, 2021
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Develop and Communications
RE:	Approval and adoption of the Magnolia Public Schools - Portrait of a Graduate

## I. PROPOSED BOARD MOTION

I move that the board approve and adopt the new Magnolia Public Schools - Portrait of a Graduate as the north star for subsequent strategic planning, and the design of educational experiences for students. Our goal with Portrait of a Graduate is a collective vision for Magnolia Public Schools that articulates our organization and community's aspirations for our students now and into the future.

## II. INTRODUCTION

**Our GOAL with Portrait of a Graduate is a collective vision for Magnolia Public Schools that articulates our organization and community's aspirations for our students now and into the future.**

At Magnolia Public Schools (MPS), our approach is an ongoing education effort, where our board of directors, home office, school leadership, teachers, families, students, and community

are all viewed as one unified group. Magnolia's education program aims to create a nurturing community using a whole-child approach and has expanded on the successful community connections by building relationships with families and the surrounding communities that address the mutual interests of all parties through the Magnolia Public Schools - Portrait of a Graduate project.

Our overarching objective at Magnolia Public Schools is to create a vibrant and mutually beneficial partnership between school and community that supports our students' academic and personal success while addressing the needs of the communities we serve. With the focused conversation about knowledge, skills, mindsets, and literacies essential for 21st-century student success, the Magnolia Portrait of a Graduate Design Team has successfully crafted the meaning behind the Portrait. Through a design process that intentionally engaged our Magnolia community, the Portrait becomes our community's stated vision for Magnolia students.

### **Portrait of a Graduate Design Team**

Bringing together a broad array of Magnolia stakeholders to co-create a Portrait of a Graduate built understanding and lasting support from the community that leads to enduring impact for students.

#### **Project Lead:**

- Ismael Soto - Director of Development & Communications

#### **District Leaders:**

- David Yilmaz - Chief Accountability Officer, Alfredo Rubalcava - Chief Executive Officer & Superintendent, Erdinc Acar - Chief Academic Officer, and Traci Waller - Lewin-Director of Math Programs

#### **MPS Board of Directors:**

- Sandra Covarubbias - MPS Governing Board member and previous MSA-2 parent

**MSA School Principals:**

- Mustafa Sahin - MSA-1, Principal, David Garner - MSA-2, Principal, Musa Avsar - MSA-4, Principal, Meagan Wittek - MSA-7, Principal, Jason Hernandez - MSA-8, Principal, Steven Keskinturk - MSA-Santa Ana, Principal, and Gokhan Serce - MSA-San Diego, Principal

**Teachers:**

- Jacob Thies - MSA-6, PE Teacher and Justin Mitchell - MSA-8, History Teacher

**12th Grade MSA Students:**

- Alexia Ramirez - MSA-2, Harmeen Kaur Dhariwal - MSA-1, and Maisha Khanum - MSA-1

**Alumni:**

- Jennifer Hook - Assistant Executive Officer Manager, Wendy Salinas - Parent and Community Engagement Coordinator at MSA-2, and Thalia Velazquez - Communications and Charter Renewal Manager at MPS Home Office

**Parents:**

- Adam Jacobs - MSA-7, Parent

**Community Member:**

- Dana Hanson - LIFE House Church and Preschool (MSA-7 site location), Senior Pastor

### **III. BACKGROUND**

The Portrait of a Graduate was created by Battelle for Kids. Battelle for Kids is a national non-profit which helps school systems across the country engage their communities in shaping the future direction of their schools—through the design of a Portrait of a Graduate.

The Portrait of a Graduate project was originally initiated in *August 2019* by David Yilmaz, Chief Accountability Officer at Magnolia Public Schools. The Portrait of a Graduate serves as a North Star for system transformation at Magnolia Public Schools. Providing strategic direction for the redesign of the overall educational experience for Magnolia students, this collective vision reinvigorates and re-engages students, teachers, families, and community stakeholders.

As education leaders, it is important to ask:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and mindsets that our children need for success in this rapidly changing and complex world?
- What are the implications for the design of the learning experiences—and equitable access to those experiences—we provide in our school systems?

**The Portrait of a Graduate for MPS is the first step in framing a new vision for your school system. Once we create our portrait, the exciting work of implementing this new vision begins.**

## IV. OVERVIEW

### Design Process

The Portrait of a Graduate design process involves a sustained community conversation leading to a shared agreement about a unique community-owned picture of what graduates need for success. Every community and its school system is different, so our approach will be tailored specifically for Magnolia Public Schools.

- **Phase 1: PLAN** - The Engagement Process
- **Phase 2: ACTIVATE** - Our Design Team of Community Members
- **Phase 3: CREATE** - The Visual and Narrative Story for our Portrait

- **Phase 4: ADOPT** - Our Portrait and Plan for Implementation

## **Portrait of a Graduate Competencies**

The following are SIX COMPETENCIES and descriptions that the Portrait of a Graduate Design Team determined is important to include in our community's Portrait.

### **SIX COMPETENCIES**

- Literacy with a Learner's Mindset
- Critical Thinking
- Creativity
- Effective Communication
- Adaptability
- Global Citizenship

## **Student Learning Outcomes (SLOs)**

### **Turning our Portrait of a Graduate into a Reality for Every Student at Magnolia**

The serious implementation of our portrait requires a thorough analysis of our Charter Management Organization (CMO) systems to identify the changes that will be required to take vision to scale including but not limited to:

#### Strategic Planning:

- Magnolia will use our newly developed portrait as the key driver of strategic planning.

#### Systems Design:

- Magnolia Public Schools academic department, led by the Chief Academic Officer will lead the effort with school site leaders including Principals, Assistant Principals, and Deans to align all aspects of Magnolia Public Schools to make the newly developed

Portrait of a Graduate a reality for every student. More specifically, the efforts will focus on the MPS Student Learning Outcomes (SLOs).

- Student Learning Outcomes (SLOs): The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from Magnolia Public Schools. Our SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school.

## **Student Learning Outcomes 2021-2022**

### **Literacy with a Learners' Mindset**

1. Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society.
2. Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways.
3. Students take ownership of their learning by creating long and short-term academic goals and reflecting on them throughout the school year.

### **Critical Thinking**

1. Apply, analyze, identify, synthesize and evaluate information and experiences and connect the skills and content learned across the curriculum.
2. Students are inspired to be lifelong readers and critical thinkers.
3. Be able to take a variety of sources and viewpoints, evaluate them critically, and make judgments that reflect an understanding of the possible consequences of those decisions.

### **Creativity**

1. Apply innovative skills and practices which connect to their learning experiences.
2. Students have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes).
3. Incorporate new and meaningful ideas and methods through cross-curricular STEAM activities.

### **Effective Communication**

1. Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting.

2. Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures.
3. Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators.

### **Adaptability**

1. Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism.
3. Demonstrates consideration of others' ideas by keeping an open mind, questioning ideas, and demonstrating flexible thinking.

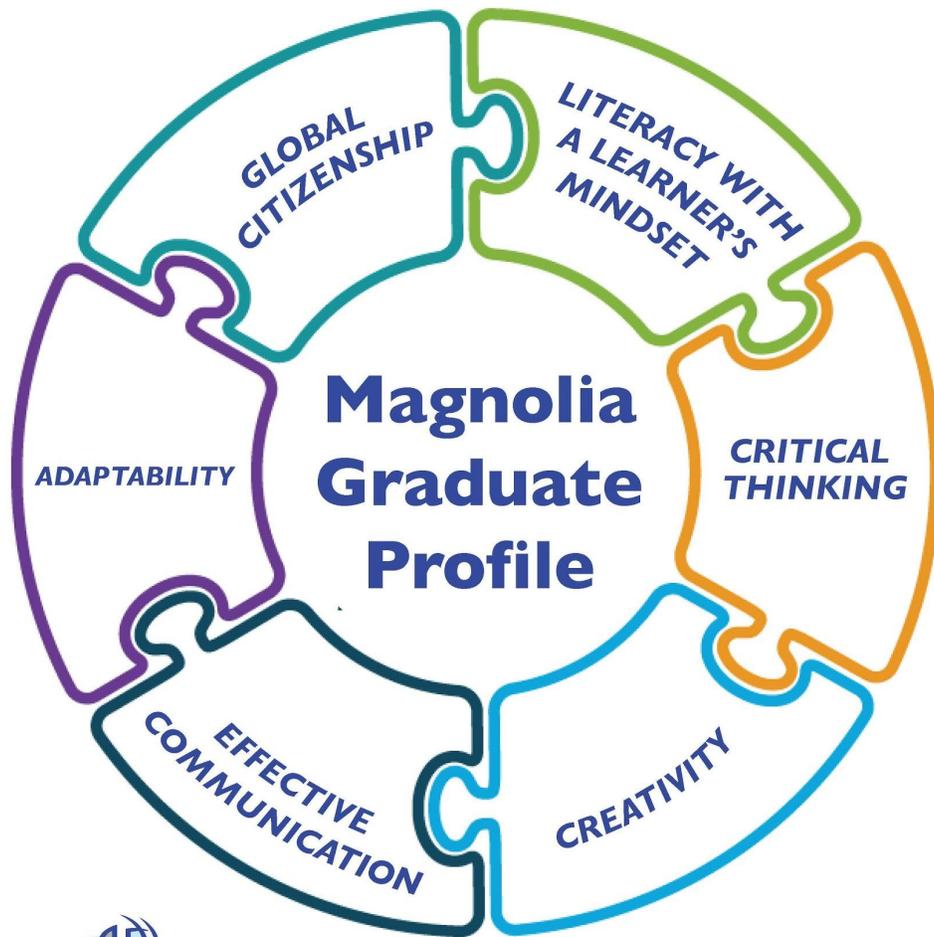
### **Global Citizenship**

1. Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects.
2. Understand and reflect on connections between their local community and the broader world, through both current events and historical context.
3. Students are internationally-minded individuals who recognize and value other perspectives and cultures.

## **Anchor Core Values**

MPS has identified ***Excellence, Innovation, and Connection*** as its core anchor values, which are reinforced through the Life Skills curriculum, Student Learning Outcomes (SLOs), and all school activities. The MPS home office academic department led the effort to ensure alignment of core values to better align with the newly developed Portrait of the Graduate competencies.

## Portrait Sketch



## Magnolia Graduate Profile



### Magnolia Graduate Profile

#### **LITERACY WITH A LEARNER'S MINDSET**

Literacy with a learner's mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner's mindset to make informed decisions. Students will overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn.

#### **CRITICAL THINKING**

Students will utilize their critical thinking skills to problem solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution.

#### **CREATIVITY**

Creativity for Magnolia students is to demonstrate originality, imagination, and new ways of thinking critically and independently. Students will transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations.

#### **EFFECTIVE COMMUNICATION**

Effective Communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and culture.

#### **ADAPTABILITY**

Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students will work effectively in a climate of ambiguity and changing priorities, demonstrating agility in thoughts and actions. They will understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism.

#### **GLOBAL CITIZENSHIP**

Global Citizenship for Magnolia students is to contribute to making the world a better place. Students will understand the world and its complexities, value and embrace diverse cultures and unique perspectives through mutual respect and open dialog, cultivate compassion, and take action in building more peaceful and inclusive environments..



## Mission, Vision, and Goals

### Defining our Strategic Direction

The strategic direction for Magnolia Public School encompasses the newly developed mission, vision, and goals.

- The Mission is about the **WHAT**
- Vision is about **WHY** people should feel motivated to perform at a high level
- The Goals is **WHAT WILL BE ACHIEVED** and by **WHEN**

**MISSION:** Below is the Magnolia Public Schools mission statement that was developed during the 2019 leadership convening at Magnolia Science Academy-8 that included members of the Magnolia home office, and school leaders including Principals, Assistant Principals, and Deans.

**Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.**

**VISION:** A vision statement is tethered to our MPS organizational values. We looked into the future of a world that doesn't exist yet and strived to create a vision that captures the spirit of the six Portrait of a Graduate competencies and the collective voice of the Portrait of a Graduate Design Team.

**Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with *creative thinking, effective communication, and the rigor of science.***

Below is the rationale for key word choices in the vision statement:

- *Creative Thinking* encompasses:
  - Adaptability, artistic expression/creativity, growth and learner's mindset, out of the box thinking, and problem-solving

- *Effective Communication* encompasses:
  - Speaking, writing, social media, presentation, persuasion, defending material, pod-cast, and blogs
  
- *Rigor of Science* encompasses:
  - Study skills, how to select higher education, and preparation for college and career

**GOALS:** The *GOALS* is what will be achieved from 2021 through 2027. This proactive statement is open to all opportunities for students so they can be successful. It is directly tied to MPS academic professional development with teachers and strives to empower our students with choice and voice.

**By 2027, more than 2,600 Magnolia Public Schools graduates will be productive, innovative, and responsible individuals who through the pursuit of their passions and educational opportunities will be poised to be change agents within their communities.**

**We will achieve this within five years by supporting the Magnolia Public Schools strategic and continuous improvement plans that are in alignment with our LCAP overarching goals:**

- **Goal #1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT** - All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

- **Goal #2: EXCELLENCE** - All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college and career-ready.
- **Goal #3: INNOVATION** - All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways, and demonstrate high-quality learning outcomes.
- **Goal #4: CONNECTION** - All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

## V. BUDGET IMPLICATIONS

No budget implications

## VI. EXHIBITS (attachments):

Attachments included:

1. PORTRAIT\_OF\_A\_GRADUATE\_2021\_FINAL.pdf



## **Portrait of a Graduate 2021**

### **Magnolia Public Schools**

Project Lead: Ismael Soto-Director of Development and Communications

Approval and Adoption by the MPS Board of Directors: June 2021

At Magnolia Public Schools (MPS), our approach is an ongoing education effort, where our board of directors, home office, school leadership, teachers, families, students, and community are all viewed as one unified group. Magnolia's education program aims to create a nurturing community using a whole-child approach and has expanded on the successful community connections by building relationships with families and the surrounding communities that address the mutual interests of all parties through the Magnolia Public Schools - Portrait of a Graduate project.

Our overarching objective at Magnolia Public Schools is to create a vibrant and mutually beneficial partnership between school and community that supports our students' academic and personal success while addressing the needs of the communities we serve. With the focused conversation about knowledge, skills, mindsets, and literacies essential for 21st-century student success, the Magnolia Portrait of a Graduate Design Team has successfully crafted the meaning behind the Portrait. Through a design process that intentionally engaged our Magnolia community, the Portrait becomes our community's stated vision for Magnolia students.

Our GOAL with Portrait of a Graduate is a collective vision for Magnolia Public Schools that articulates our organization and community's aspirations for our students now and into the future.

## Background

The Portrait of a Graduate project was originally initiated in *August 2019*. The Portrait of a Graduate serves as a North Star for system transformation at Magnolia Public Schools. Providing strategic direction for the redesign of the overall educational experience for Magnolia students, this collective vision reinvigorates and re-engages students, teachers, families, and community stakeholders.

As education leaders, it is important to ask:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and mindsets that our children need for success in this rapidly changing and complex world?
- What are the implications for the design of the learning experiences—and equitable access to those experiences—we provide in our school systems?

The Portrait of a Graduate for MPS is the first step in framing a new vision for your school system. Once we create our portrait, the exciting work of implementing this new vision begins.

## Portrait of a Graduate Design Team

Bringing together a broad array of Magnolia stakeholders to co-create a Portrait of a Graduate built understanding and lasting support from the community that leads to enduring impact for students.

### Project Lead:

- Ismael Soto - Director of Development & Communications

### District Leaders:

- David Yilmaz - Chief Accountability Officer, Alfredo Rubalcava - Chief Executive Officer & Superintendent, Erdinc Acar - Chief Academic Officer, and Traci Waller - Lewin-Director of Math Programs

**MPS Board of Directors:**

- Sandra Covarubbias - MPS Governing Board member and previous MSA-2 parent

**MSA School Principals:**

- Mustafa Sahin - MSA-1, Principal, David Garner - MSA-2, Principal, Musa Avsar - MSA-4, Principal, Meagan Wittek - MSA-7, Principal, Jason Hernandez - MSA-8, Principal, Steven Keskinturk - MSA-Santa Ana, Principal, and Gokhan Serce - MSA-San Diego, Principal

**Teachers:**

- Jacob Thies - MSA-6, PE Teacher and Justin Mitchell - MSA-8, History Teacher

**12th Grade MSA Students:**

- Alexia Ramirez - MSA-2, Harmeen Kaur Dhariwal - MSA-1, and Maisha Khanum - MSA-1

**Alumni:**

- Jennifer Hook - Assistant Executive Officer Manager, Wendy Salinas - Parent and Community Engagement Coordinator at MSA-2, and Thalia Velazquez - Communications and Charter Renewal Manager at MPS Home Office

**Parents:**

- Adam Jacobs - MSA-7, Parent

**Community Member:**

- Dana Hanson - LIFE House Church and Preschool (MSA-7 site location), Senior Pastor

## Design Process

The Portrait of a Graduate design process involves a sustained community conversation leading to a shared agreement about a unique community-owned picture of what graduates need for success. Every community and its school system is different, so our approach will be tailored specifically for Magnolia Public Schools.

### **Phase 1: PLAN** - The Engagement Process

1. Build understanding and ownership among our district's leadership and school board
2. Create a Portrait of a Graduate Design Team that will be involved across all phases to build a sense of urgency and create excitement across the community
3. Define our overall timeline

### **Phase 2: ACTIVATE** - Our Design Team of Community Members

1. Convene the Portrait of a Graduate Design Team
2. Study the implications for our MPS students in light of the changing economy, workplace, and society

### **Phase 3: CREATE** - The Visual and Narrative Story for our Portrait

This where Magnolia's Portrait of a Graduate begins to take shape. With the focused conversation about knowledge, skills, mindsets, and literacies essential for 21st-century student success, the Portrait of a Graduate Design Team will craft the meaning behind the Portrait. Through a design process that intentionally engages our stakeholders, the portrait becomes our community's stated vision for Magnolia students.

1. Draft a prioritized set of six competencies, including 21st-century skills, mindsets, and literacies
2. Surveys: Portrait of a Graduate Design Team surveys for feedback throughout
3. Design the MPS portrait visuals ("sketch") that conveys a compelling story
4. Reach consensus about a selected visual to share with the broader community

5. Continue to discuss this work in the broader community and elicit their ideas for the portrait
6. Collect feedback from the community about the societal conditions and share with the Portrait of a Graduate Design Team as they draft the portrait
7. Decide what revisions are necessary

**Phase 4: ADOPT** - Our Portrait and Plan for Implementation

1. Submit the recommendation to the MPS school board for adoption
2. Publish and leverage the adopted Portrait as the North Star for subsequent strategic planning, and the design of educational experiences for students

## **Portrait of a Graduate Competencies**

The following are SIX COMPETENCIES and descriptions that the Portrait of a Graduate Design Team determined is important to include in our community's Portrait.

### **SIX COMPETENCIES**

- Literacy with a Learner's Mindset
- Critical Thinking
- Creativity
- Effective Communication
- Adaptability
- Global Citizenship

### **COMPETENCY #1 - LITERACY WITH A LEARNER'S MINDSET**

Literacy with a learner's mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner's mindset to make informed decisions.

Students will overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn.

## **COMPETENCY #2 - CRITICAL THINKING**

Students will utilize their critical thinking skills to problem solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution.

## **COMPETENCY #3 - CREATIVITY**

Creativity for Magnolia students is to demonstrate originality, imagination, and new ways of thinking critically and independently. Students will transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations.

## **COMPETENCY #4 - EFFECTIVE COMMUNICATION**

Effective communication for Magnolia students is to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts, for a range of purposes and audiences. Students will also demonstrate empathy through awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and culture.

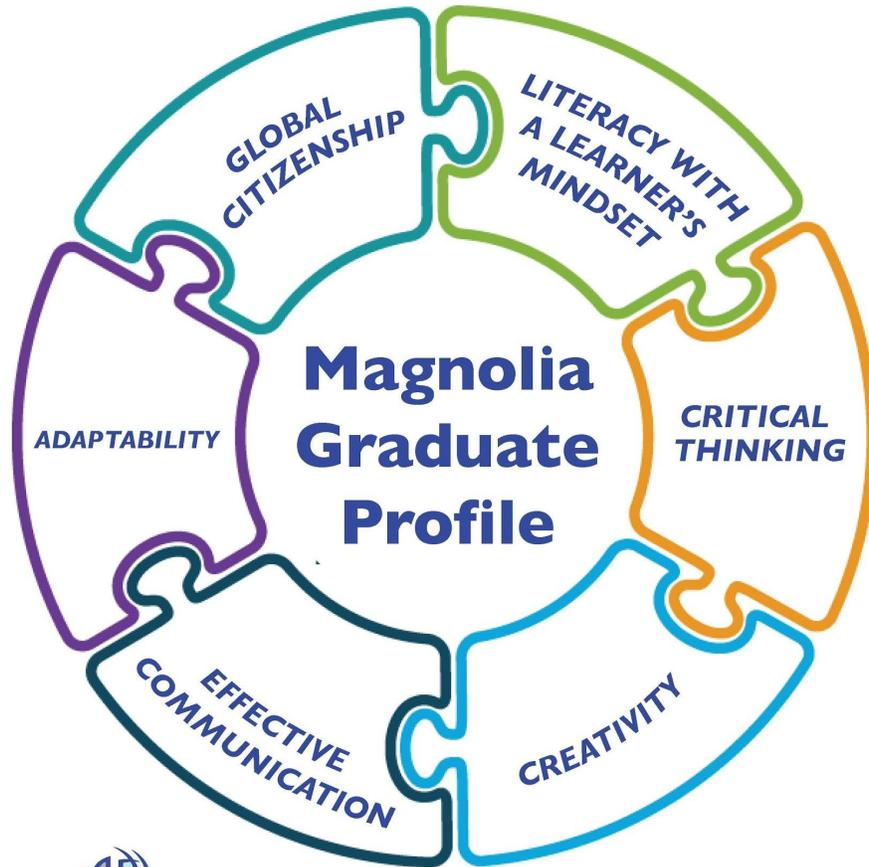
## **COMPETENCY #5 - ADAPTABILITY**

Adaptability for Magnolia students is to demonstrate flexibility when acclimating to various roles and situations. Students will work effectively in a climate of ambiguity and changing priorities, demonstrating agility in thoughts and actions. They will understand, negotiate, and balance diverse views and beliefs to reach workable solutions, responding productively to feedback, praise, setbacks, and criticism.

## **COMPETENCY #6 - GLOBAL CITIZENSHIP**

Global citizenship for Magnolia students is to contribute to making the world a better place. Students will understand the world and its complexities, value and embrace diverse cultures and unique perspectives through mutual respect and open dialog, cultivate compassion, and take action in building more peaceful and inclusive environments.

## Portrait Sketch and Graduate Profile





# MAGNOLIA PUBLIC SCHOOLS

*Proudly serving California communities since 2002*

## Magnolia Graduate Profile

### **LITERACY WITH A LEARNER'S MINDSET**

Literacy with a learner's mindset for Magnolia students is to demonstrate a depth of knowledge and literacy in multiple subject areas with a learner's mindset to make informed decisions. Students will overcome challenges by developing a positive attitude and belief about learning, embracing curiosity to experience new ideas, and sustaining the desire to learn, unlearn, and relearn.

### **CRITICAL THINKING**

Students will utilize their critical thinking skills to problem solve by identifying, evaluating, and prioritizing solutions to difficult or complex situations, and implementing and reflecting critically on a solution.

### **CREATIVITY**

Creativity for Magnolia students is to demonstrate originality, imagination, and new ways of thinking critically and independently. Students will transcend traditional ideas, rules, patterns, and relationships to create and convey new or meaningful ideas, methods, or interpretations.

### **EFFECTIVE COMMUNICATION**

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Global Citizenship for Magnolia students is to contribute to making the world a better place. Students will understand the world and its complexities, value and embrace diverse cultures and unique perspectives through mutual respect and open dialog, cultivate compassion, and take action in building more peaceful and inclusive environments..



## Student Learning Outcomes (SLOs)

### Turning our Portrait of a Graduate into a Reality for Every Student at Magnolia

The serious implementation of our portrait requires a thorough analysis of our Charter Management Organization (CMO) systems to identify the changes that will be required to take vision to scale including but not limited to:

#### Strategic Planning:

- Magnolia will use our newly developed portrait as the key driver of strategic planning.

#### Systems Design:

- Magnolia Public Schools academic department, led by the Chief Academic Officer will lead the effort with school site leaders including Principals, Assistant Principals, and Deans to align all aspects of Magnolia Public Schools to make the newly developed Portrait of a Graduate a reality for every student. More specifically, the efforts will focus on the MPS Student Learning Outcomes (SLOs).
  - Student Learning Outcomes (SLOs): The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from Magnolia Public Schools. Our SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the school.

## Student Learning Outcomes 2021-2022

### Literacy with a Learners' Mindset

1. Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society.
2. Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways.
3. Students take ownership of their learning by creating long and short term academic goals and reflecting on them throughout the school year.

### Critical Thinking

1. Apply, analyze, identify, synthesize and evaluate information and experiences and connect the skills and content learned across the curriculum.
2. Students are inspired to be lifelong readers and critical thinkers.
3. Be able to take a variety of sources and viewpoints, evaluate them critically, and make judgements that reflect an understanding of the possible consequences of those decisions.

### **Creativity**

1. Apply innovative skills and practices which connect to their learning experiences.
2. Students have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes).
3. Incorporate new and meaningful ideas and methods through cross curricular STEAM activities.

### **Effective Communication**

1. Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting.
2. Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures.
3. Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators.

### **Adaptability**

1. Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism.
3. Demonstrates consideration of others' ideas by keeping an open-mind, questioning ideas, and demonstrating flexible thinking.

### **Global Citizenship**

1. Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects.
2. Understand and reflect on connections between their local community and the broader world, through both current events and historical context.
3. Students are internationally-minded individuals who recognize and value other perspectives and cultures.

## Anchor Core Values

MPS has identified *Excellence, Innovation, and Connection* as its core anchor values, which are reinforced through the Life Skills curriculum, Student Learning Outcomes (SLOs), and all school activities. The MPS home office academic department will lead the effort to ensure alignment of the following core values to better align with the newly developed Portrait of the Graduate competencies:

### **Excellence**

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse, and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions. Students demonstrate their mastery and excellence in their learning outcomes based on MPS core competencies.

### **Innovation**

Students will have the freedom to choose how and what they learn and demonstrate it as a public display of excellence. Individualized scheduling, early identification of learning styles, personalities, interests, and career plans will support students' matriculation and college and career readiness. This will include student participation in the planning of their educational experience, enrichment and acceleration programs, STEAM program choice options, individualized and blended learning programs, differentiated educational experience, and adaptive assessments.

### **Connection**

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, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, stakeholder surveys, field trips, life skills classes, and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

## Mission, Vision, and Goals

### Defining our Strategic Direction

The strategic direction for Magnolia Public School encompasses the newly developed mission, vision, and goals.

- The Mission is about the **WHAT**
- Vision is about **WHY** people should feel motivated to perform at a high level
- The Goals is **WHAT WILL BE ACHIEVED** and by **WHEN**

**MISSION:** Below is the Magnolia Public Schools mission statement that was developed during the 2019 leadership convening at Magnolia Science Academy-8 that included members of the Magnolia home office, and school leaders including Principals, Assistant Principals, and Deans.

**Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.**

**VISION:** A vision statement is tethered to our MPS organizational values. We looked into the future of a world that doesn't exist yet and strived to create a vision that captures the spirit of the six Portrait of a Graduate competencies and the collective voice of the Portrait of a Graduate Design Team.

**Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with *creative thinking, effective communication, and the rigor of science.***

Below is the rationale for key word choices in the vision statement:

- *Creative Thinking* encompasses:
  - Adaptability, artistic expression/creativity, growth and learner’s mindset, out of the box thinking, and problem-solving
  
- *Effective Communication* encompasses:
  - Speaking, writing, social media, presentation, persuasion, defending material, pod-cast, and blogs
  
- *Rigor of Science* encompasses:
  - Study skills, how to select higher education and preparation for college and career

**GOALS:** The *GOALS* is what will be achieved from 2021 through 2027. This proactive statement is open to all opportunities for students so they can be successful. It is directly tied to MPS academic professional development with teachers and strives to empower our students with choice and voice.

**By 2027, more than 2,600 Magnolia Public Schools graduates will be productive, innovative, and responsible individuals who through the pursuit of their passions and educational opportunities will be poised to be change agents within their communities.**

**We will achieve this within five years by supporting the Magnolia Public Schools strategic and continuous improvement plans that are in alignment with our LCAP overarching goals:**

- **Goal #1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT** - All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.
- **Goal #2: EXCELLENCE** - All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college and career-ready.
- **Goal #3: INNOVATION** - All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways, and demonstrate high-quality learning outcomes.
- **Goal #4: CONNECTION** - All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness.

## Cover Sheet

### Approval of the Local Control and Accountability Plans (LCAP) for All MPS

<b>Section:</b>	IV. Action Items
<b>Item:</b> (LCAP) for All MPS	D. Approval of the Local Control and Accountability Plans
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	LCAP 2021-22.pdf



Board Agenda Item #	IV D: Action Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the Local Control and Accountability Plans (LCAP) for All MPS

#### Proposed Board Recommendation

I move that the board approve the LCAPs for all MPS.

#### 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 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 Ed Code requires a public hearing before LCAP adoption. MPS held a public hearing for our LCAPs and budgets on June 10, 2021. The draft LCAPs were uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing was shared with stakeholders via ParentSquare as well as how they could share their feedback with the school principals and the board. The draft budgets were also presented at the same public hearing by the finance team. Besides the public hearing requirement, the LCAP adoption process requires adoption of the LCAP at the same meeting as the budget adoption, LCAP before the budget, as well as sharing of the local indicators with the board and the public at the same meeting. Therefore, the June 24, 2021 agenda includes two approval items, i.e., the LCAP and the budget, and one information item, i.e., the local indicators.

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?

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

#### Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

#### Exhibits (Attachments):

- LCAP for each Magnolia Science Academy

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy
<b>CDS Code:</b>	19-10199-6119945
<b>LEA Contact Information:</b>	Name: Mustafa Sahin Position: Principal Email: msahin@magnoliapublicschools.org Phone: (818) 609-0507
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$8,431,651
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,951,597
<b>All Other State Funds</b>	\$2,019,614
<b>All Local Funds</b>	\$211,895
<b>All federal funds</b>	\$775,664
<b>Total Projected Revenue</b>	\$11,438,824

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$10,287,535
<b>Total Budgeted Expenditures in the LCAP</b>	\$10,287,535
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$3,058,022
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$452,125
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$609,374

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$1,106,425
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$157,249

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy

CDS Code: 19-10199-6119945

School Year: 2021-22

LEA contact information:

Mustafa Sahin

Principal

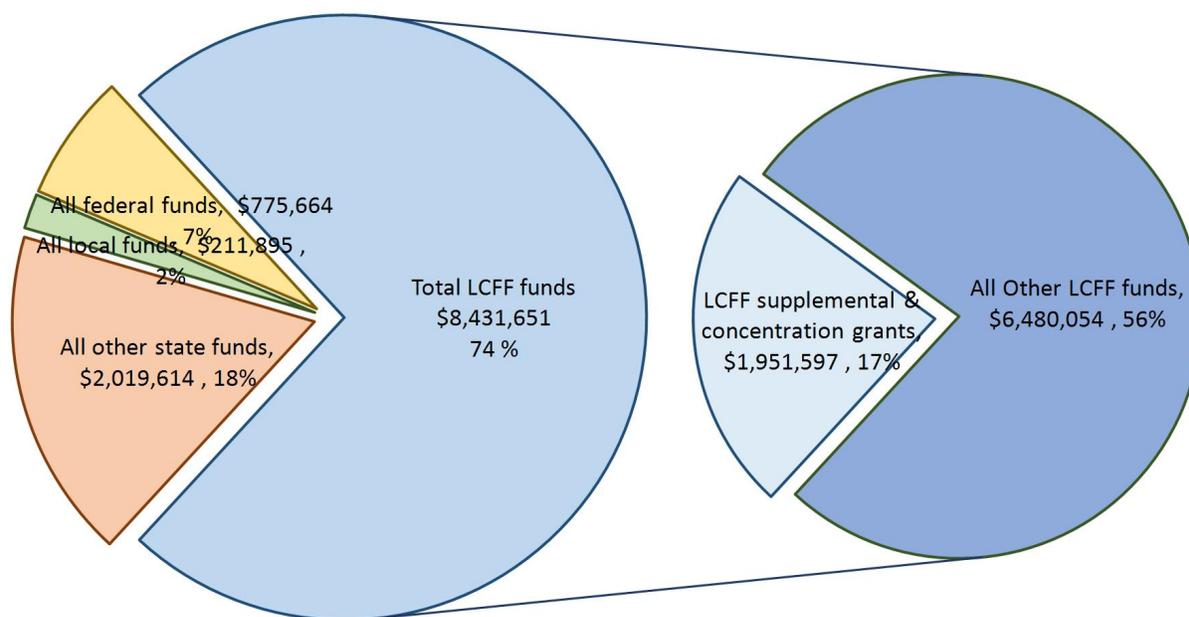
msahin@magnoliapublicschools.org

(818) 609-0507

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



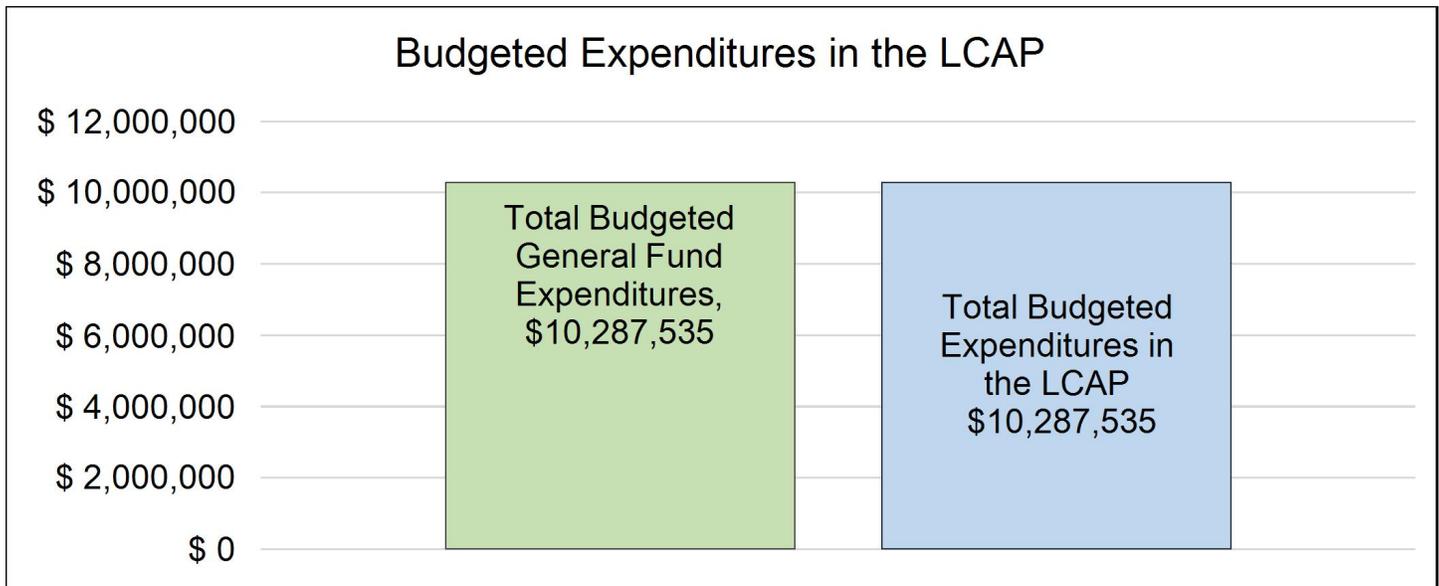
This chart shows the total general purpose revenue Magnolia Science Academy expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy is \$11,438,824, of which \$8,431,651 is Local Control Funding Formula (LCFF), \$2,019,614 is other state funds, \$211,895 is local funds, and \$775,664

is federal funds. Of the \$8,431,651 in LCFF Funds, \$1,951,597 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy plans to spend \$10,287,535 for the 2021-22 school year. Of that amount, \$10,287,535 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

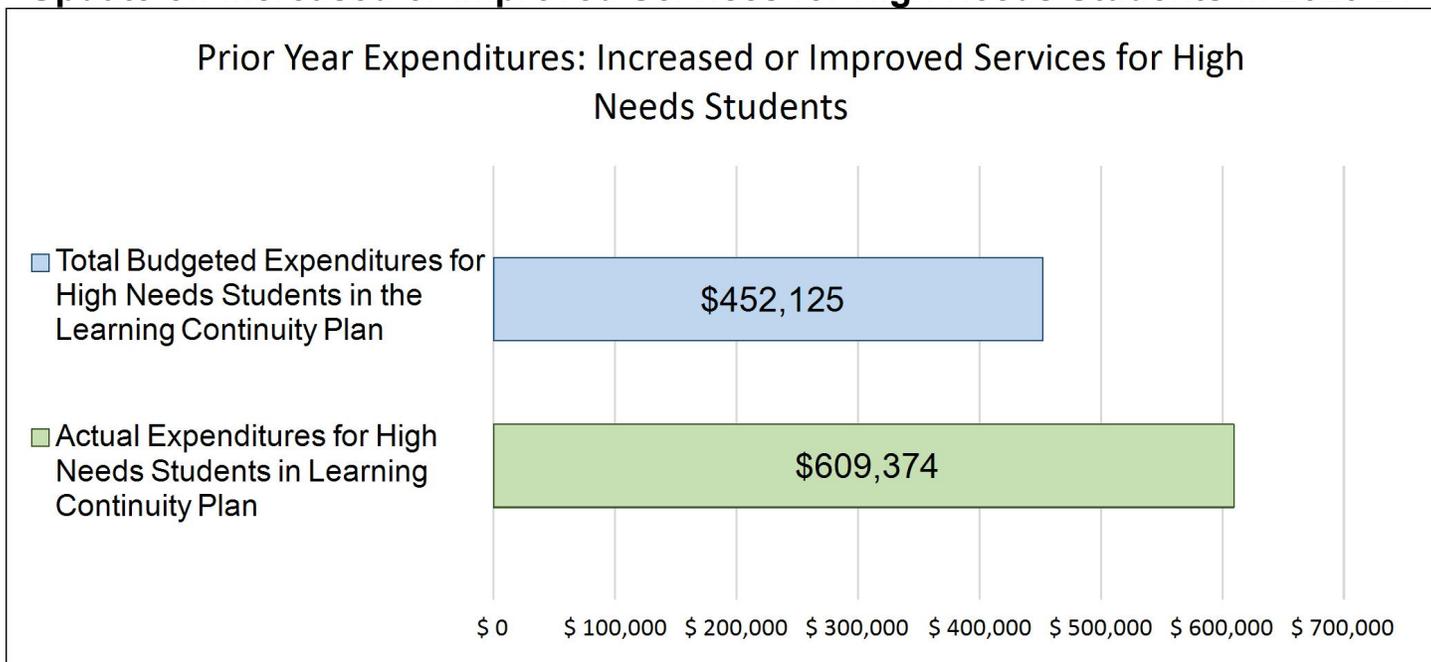
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy is projecting it will receive \$1,951,597 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy plans to spend \$3,058,022 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy's Learning Continuity Plan budgeted \$452,125 for planned actions to increase or improve services for high needs students. Magnolia Science Academy actually spent \$609,374 for actions to increase or improve services for high needs students in 2020-21.

# 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
<p><b>Metric/Indicator</b>            Percentage of teachers who assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who had sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            90%</p>

Expected	Actual
<p>90%</p> <p><b>Baseline</b> 90%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8,11):</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 42% English Learners: 0% Socioeconomically Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 40% White: 60%</p>	<p>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%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments (Grades 3-8,11)</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year</p>	<p>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</p>

Expected	Actual
<p>Socioeconomically Disadvantaged: 3 points up from the prior year            Students with Disabilities: 3 points up from the prior year            Hispanic: 3 points up from the prior year            White: 3 points up from the prior year</p> <p><b>Baseline</b>            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</p>	
<p><b>Metric/Indicator</b>            Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p><b>19-20</b>            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</p> <p><b>Baseline</b>            2016-17 (Baseline):            All Students: 44%            English Learners: 2%            Socioeconomically Disadvantaged: 37%</p>	<p>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%</p>

Expected	Actual
<p>Students with Disabilities: 7% Hispanic: 38% White: 66%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8,11):</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 29% English Learners: 4% Socioeconomically Disadvantaged: 24% Students with Disabilities: 3% Hispanic: 25% White: 51%</p>	<p>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%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP Mathematics assessments (Grades 3-8,11)</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year</p>	<p>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</p>

Expected	Actual
<p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year  Students with Disabilities: 3 percentage points up from the prior year  Hispanic: 3 percentage points up from the prior year  White: 3 percentage points up from the prior year</p> <p><b>Baseline</b>  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</p>	<p>White: 6.2 points above standard</p>
<p><b>Metric/Indicator</b>  Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b>  2016-17 (Baseline):  All Students: 45%  English Learners: 2%</p>	<p>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%</p>

Expected	Actual
Socioeconomically Disadvantaged: 38% Students with Disabilities: 3% Hispanic: 37% White: 65%	
<b>Metric/Indicator</b> Percentage of EL students making annual progress in learning English as measured by the CELDTand/or ELPAC <b>19-20</b> 2 percentage points up from the prior year <b>Baseline</b> 50%	2018-19: 52.6%
<b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually <b>19-20</b> 1 percentage point up from the prior year <b>Baseline</b> 33%	2019-20: 10.1%
<b>Metric/Indicator</b> 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 <b>19-20</b> 1 percentage point up from the prior year <b>Baseline</b> 80%	2019-20: 76%
<b>Metric/Indicator</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2018-19: 13%

Expected	Actual
<p><b>19-20</b> 5 percentage point up from the prior year</p> <p><b>Baseline</b> 48%</p>	
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p><b>19-20</b> 2 percentage point up from the prior year</p> <p><b>Baseline</b> 25%</p>	<p>2019-20: 34.8%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSATtest</p> <p><b>19-20</b></p>	<p>2019-20: Math: 17%, ELA: 36.2%</p>

Expected	Actual
100%  <b>Baseline</b> 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.  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> 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.  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> 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,

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>campus cleanliness. We are separating Middle and High school. We need to add one more janitor.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>5500, Operation and housekeeping \$130,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$190,000.00</p> <p>2900,3000 Janitors salaries and benefits \$93,000 1000-3000: Salary and Benefits LCFF Base \$93,000.00</p>	<p>5500, Operation and housekeeping \$95,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$130,000.00</p> <p>2900,3000 Janitors salaries and benefits \$93,000 1000-3000: Salary and Benefits LCFF Base \$93,000.00</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$20,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$21,500.00</p>	<p>\$35,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$39,500.00</p>
<p>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.</p>	<p>\$62,000.00 EL Coordinator salary (1000)(S&amp;C); \$20,000 Benefits (3000)(S&amp;C); \$5000 EL supplemental materials (4000)(Title I) 1000-3000: Salary and Benefits Title I \$82,000.00</p> <p>\$5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies LCFF Base</p>	<p>\$63,624.00 EL Coordinator salary (1000)(S&amp;C); \$27,860 Benefits (3000)(S&amp;C);</p> <p>1000-3000: Salary and Benefits Title I \$91,484.00</p> <p>\$5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies LCFF Base \$84.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>		
<p>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.</p> <p>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.</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&amp;C) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$4,000.00</p>	<p>\$4,000 Professional Development on ELD strategies (5000)(S&amp;C) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$220.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$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</p>	<p>\$63,624.00 EL Coordinator salary (1000)(S&amp;C); \$27,860 Benefits (3000)(S&amp;C); 1000-1999: Certificated Personnel Salaries Title I \$91,484.00</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>\$30,000 Three teacher stipends (1000)(Title 1) 1000-1999: Certificated Personnel Salaries Title I \$30,000.00</p>	<p>\$4,350.00 Three teacher stipends (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$4,350.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$181,850 Two deans of academics \$62,318 Benefits (3000)(Base); \$7,257 Illuminate SIS &amp; DnA (5000)(Base); \$6,575 MAP testing fees (5000)(Title I) 1000-3000: Salary and Benefits LCFF Base \$258,00.00</p> <p>\$4,522.00 Illuminate SIS &amp; \$2,637.00 DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base, Title I \$4,522.00</p> <p>\$6,875 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$6,575.00</p>	<p>\$178,896.00 Two deans of academics \$62,318 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base \$242,214.00</p> <p>\$4,522.00 Illuminate SIS &amp; \$2,637.00 DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Base, Title I \$4,522.00</p> <p>\$6,875 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$6,575.00</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p>	<p>\$71,000 College Counselor salary (1000)(Base); \$24,000 Benefits (3000)(Base) 1000-3000: Salary</p>	<p>\$71,000 College Counselor salary (1000)(Base); \$24,000 Benefits (3000)(Base) 1000-3000: Salary</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>and Benefits LCFF Base \$95,000.00</p>	<p>and Benefits LCFF Base \$95,000.00</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>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.</p>	<p>\$2,000 Naviance program (5000)(Base);</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000.00</p> <p>\$3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies Title I \$3,000.00</p>	<p>\$4,632 Naviance program (5000)(Base);</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$4,632.00</p> <p>\$3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies Title I \$3,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		

## 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
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:            7%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> 5%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 80%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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</p>	<p>\$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</p>	<p>\$2,350,000.00 Teacher salaries (1000)(Base); \$705,253.00 Benefits (3000)(Base); 1000-3000: Salary and Benefits Base; Donations \$3,055,253</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$40,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base; Donations \$40,000.00</p>	<p>\$11,500 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base; Donations 11500</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$116,000 1 Principal and 2 Deans of Academics salaries (Duplicated expense) (1000)(Base); \$35,320.00 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$151,320.00</p>	<p>\$116,000 1 Principal and 2 Deans of Academics salaries (Duplicated expense) (1000)(Base); \$35,320.00 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$151,320.00</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>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.</p>	<p>\$62,000 1 IT staff salary (2000)(Base); \$12,400 Benefits (3000)(Base); \$120,000.00 2 Computer/Technology teachers salary. Benefits</p>	<p>\$62,000 1 IT staff salary (2000)(Base); \$20,400 Benefits (3000)(Base); \$120,000.00 2 Computer/Technology teachers salary. Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>(1000)(3000)(Base) \$52,400.00 [Duplicated Expense: See Goal 2: Action 1];</p> <p>1000-3000: Salary and Benefits LCFF Base \$309,000.00</p> <p>27,000 Technology expenses 5000-5999: Services And Other Operating Expenditures \$27,000.00</p>	<p>(1000)(3000)(Base) \$52,400.00 [Duplicated Expense: See Goal 2: Action 1];</p> <p>1000-3000: Salary and Benefits LCFF Base \$74,400.00</p> <p>18,300 Technology expenses 5000-5999: Services And Other Operating Expenditures \$18,300</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$10,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$10,000.00</p>	<p>\$10,000 Science materials (4000)(Base) [Duplicated Expense: See Goal 1: Action ?]; 4000-4999: Books And Supplies LCFF Base 0</p>

## 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. We 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
<p><b>Metric/Indicator</b> Number of SSC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of ELAC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-2020: 4</p>
<p><b>Metric/Indicator</b> Number of PTF meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-2020: 7</p>

Expected	Actual
<p><b>Metric/Indicator</b> Number of activities/events for parent involvement per year</p> <p><b>19-20</b> 5</p> <p><b>Baseline</b> 5</p>	<p>2019-2020: 10</p>
<p><b>Metric/Indicator</b> Frequency of SIS record updates</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to parents per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Percentage of students who have been home-visited by the teachers per year</p> <p><b>19-20</b> 25%</p> <p><b>Baseline</b> 25%</p>	<p>2019-20: 23%</p>
<p><b>Metric/Indicator</b> ADA rate</p> <p><b>19-20</b> 97%</p> <p><b>Baseline</b></p>	<p>2019-20: 96.64%</p>

Expected	Actual
97%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 6%  <b>Baseline</b> 10%	2019-20: 7.8%
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> High school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> Four-year cohort graduation rate  <b>19-20</b> 100%  <b>Baseline</b> 98%	2019-20: 100%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 0%	2019-20: 0.9%

Expected	Actual
<p><b>Baseline</b> 0%</p>	
<p><b>Metric/Indicator</b> Student expulsion rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>2019-20: 0%</p>
<p><b>Metric/Indicator</b> School experience survey participation rates</p> <p><b>19-20</b> Students: 90% Families: 95% Staff: 85%</p> <p><b>Baseline</b> Students: 90% Families: 85% Staff: 75%</p>	<p>2019-20: Students: 91.4% Families: 85.1% Staff: 98.1%</p>
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 70% Families: 95% Staff: 85%</p> <p><b>Baseline</b> Students: 60% Families: 85% Staff: 75%</p>	<p>2019-20: Students: 62% Families: 94% Staff: 82%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$2,000 Parent meeting expenses (4000) 4000-4999: Books And Supplies Base; Donations \$2,000.00</p>	<p>\$2,000 Parent meeting expenses (4000) 4000-4999: Books And Supplies Base; Donations \$2,000.00</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$2,000.00</p>	<p>\$2,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies LCFF Base</p>
<p>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.</p>	<p>Illuminate SIS &amp; DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>	<p>Illuminate SIS &amp; DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>\$78,000 School Psychologist salary (1000)(S&amp;C); \$21,260 Benefits (3000)(S&amp;C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$99,260.00</p>	<p>\$78,000 School Psychologist salary (1000)(S&amp;C); \$21,260 Benefits (3000)(S&amp;C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$99.260.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base);  \$45,000 Benefits (3000)(Base);</p> <p>1000-3000: Salary and Benefits LCFF Base \$180,000.00</p> <p>\$1,500 Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,500.00</p>	<p>\$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base);  \$45,000 Benefits (3000)(Base);</p> <p>1000-3000: Salary and Benefits LCFF Base \$180,000.00</p> <p>\$1,500 Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,440.00</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p>	<p>College counselor salary and benefits (1000)(3000)(Base)  [Duplicated Expense: See Goal 1: Action 10] LCFF Base</p>	<p>College counselor salary and benefits (1000)(3000)(Base)  [Duplicated Expense: See Goal 1: Action 10] LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$160,000 2 Dean of Students (1000)(Base); \$35,200 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$195,200.00</p>	<p>\$160,000 2 Dean of Students (1000)(Base); \$35,200 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$195,200.00</p>
<p>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.</p>	<p>\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,000.00</p>	<p>\$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,900.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$2,000 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base  \$2,000.00</p>	<p>\$2,000 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base  \$1,450.00</p>

## 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 a lot 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 LACOE's 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](mailto: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	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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	897,618.00	1,005,065.00
<b>Goal 2</b>	3,593,100.00	3,379,699.00
<b>Goal 3</b>	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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$305,425.00	\$352,760.00
<b>Distance Learning Program</b>	\$160,000.00	\$235,000.00
<b>Pupil Learning Loss</b>	\$65,000.00	\$71,000.00
<b>Additional Actions and Plan Requirements</b>	\$5,700.00	\$15,874.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$536,125.00	\$674,634.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$84,000.00	\$65,260.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$84,000.00	\$65,260.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$221,425.00	\$287,500.00
<b>Distance Learning Program</b>	\$160,000.00	\$235,000.00
<b>Pupil Learning Loss</b>	\$65,000.00	\$71,000.00
<b>Additional Actions and Plan Requirements</b>	\$5,700.00	\$15,874.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$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 715 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 90% Hispanic/Latino, 5% White, 89% Socioeconomically Disadvantaged, 15% Special Education, and 20% 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.

Students Survey Feedback: Our Student approval rate in the area of Sense of Belonging (School Connectedness), increased from 51% in 2019-2020 to 60% in 2020-2021. Students reported appreciation for teachers' willingness to provide extra support by offering extra credit and tutoring opportunities during distance learning. Additionally, Students expressed feeling grateful for the one-on-one support they received from their teachers. Comments ranged from "I like how most teachers go out of their way to help students at times when they need it" to "I like how most students care about each other" to "I like how the school has tutoring hours and that way everyone can go if they need help." Additionally, Students stated that they appreciate the mental health support and check in from teachers. We have supported students emotionally as well through the SEL curriculum in a Wednesday homeroom which, we think, has helped to foster a greater sense of belonging during distance learning. We were also very happy to see that Students rated high in the area of Climate of Support for Academic Learning. When asked, "My teachers work hard to help me with my schoolwork when I need it," 82% of our students responded favorably.

This proves that our school is setting high expectations for learning, while also providing support for students who are struggling. Finally, we increased in the area of Knowledge and Fairness of Discipline, Rules and Norms from 2019-2020 school year. When we asked students “Students know how they are expected to act,” 75% responded favorably (18 points jump from last year).

Staff Survey Feedback: Our overall satisfaction rates for staff increased from 2019-2020 to 2020-2021 school year. Staff reported gratefulness for the support they received during distance learning. They expressed appreciation for the family like environment, supportive admin and staff, and the collaboration between staff members. Staff shared, “School feels like a family. Students and staff are welcoming” to “I like that it’s a small campus” and “I like the collaboration between staff.” We will continue to build the relationship between staff and admin, and between staff members and their peers, through continued peer observation, fair feedback and evaluation, and time for departments to collaborate, which we feel fostered a strong professional environment where team members felt respected and valued.

Students and Staff Survey Suggestions: This year, a recurring trend in stakeholder responses focused on our outdoor facilities and P.E. area. Staff and Students contributed comments like “not having P.E. facilities” and “there is not an adequate campus for all school purposes such as lunch area, recreation area, and gym etc.” as areas to improve. Additionally, another concern that came up in our stakeholder survey was the “homeless in the neighborhood.” Because our campus shares parking space with other businesses, sometimes there is a presence of people who are homeless setting up encampments nearby. While we cannot account for all environmental factors that contribute to the issue of homelessness in the area, we take steps to ensure the safety of our students such as: outdoor supervision, a fenced area that ensures students can be outside safely, a plant manager that helps to clean and maintain areas of the school, outdoor supervision by staff when students move from the main building to the fenced areas before, during, and after school. We also employ two security guards and have a security system to attempt to mitigate any risk of unregistered visitors on school grounds.

Student and Staff Next Steps: To address the concern for student safety due to the homeless population in the area, our school is considering the hire of an additional security guard. We have also reached out to the City of Reseda and they are following up on the issue of nearby homeless encampments. In order to strengthen the curriculum, we are looking at offering Speech and Debate, and another world language class (i.e., French). We have started sending our middle school staff to trainings for Honors curriculum in the hopes that we can offer honors differentiation next year. We are receiving bids and plans to design a lunch area (assuming we are back in session full time next year). Finally, we have 6 teams for CIF; however, due to the pandemic, we were not able to start the program. We are hoping that in the next school year we will be able to offer CIF sports programs to our students if we are allowed by state and local health agencies.

Parent Advisory Committee (PAC)/Parents:

- We held Monthly Meetings with parents.
- We presented the Title I budget to parents.
- COVID: At first, parents were concerned about the school's safety and sanitation. After, they were appreciative of the protocols we implemented at the school site and during our weekly testing. Parents were very happy about having the option to continue hybrid learning.
- Failing students and mitigating learning loss. At the beginning stages of distance learning, parents were concerned about the number of failing students. Parents were appreciative of the options provided to mitigate learning loss including extra tutoring days for the core classes (3 total), small group instruction, summer school and Saturday school.

- Parent Education Workshops: Parents were very happy and appreciative of the workshops offered including developing and applying effective study habits, Discovering your child's learning style, Study motivation for academic success, Effective listening skills, Coping with test anxiety, Tools to help students get organized, Habits of highly effective students and Stress management for parents.
- MAP Score Improvement: Parents were very happy to see the huge improvement students made on MAP.

#### School Site Council (SSC):

- Performance bonus for the staff
- IAB tests are monitored by the history department, they need more materials so they can provide the students.
- Parents suggested changing the reading program since there is a huge amount of money used for it. (Mr.Sahin shared reading level impact due to the program and parents agreed that it is best to keep it).
- Parents like having more paraprofessionals to keep students safe when in the lunch area. Suggested having an additional security guard.
- Parents liked the extension of the school year to mitigate learning loss.
- Parents were very happy with the addition of a Title I English and Math teachers.
- Can we have new programs to use in school (MyOn can be geared for MS)?

#### ELAC:

##### 1.September 24, 2020

- EL student data
- Updates on testing
- Testing and reclassification guidance
- Support for students including advanced EL and Power classes

##### 2.January 28, 2021

- Data
- Support for EL Students
- ELPAC 2021
- ELPAC Google Classroom
- ELPAC practice test

- Reclassification

#### Parent questions:

If my child reclassifies, will the help he receives stop? Does being an EL student affect students when they transfer to college? (This was answered and discussed)

##### 3.April 30, 2021

- ELPAC and ELAC updates

##### 4.May 28, 2021

- Updates

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	<b>BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT:</b> 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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</p>	\$585,897.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Equipment: Resource: Title IV, Part A; Amount: \$2,891</li> </ul>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,013,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$15,000.00	Yes
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$1,036,000.00	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: 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: <ul style="list-style-type: none"> <li>All Students: 45.06%</li> <li>English Learners: 3.03%</li> <li>Socioeconomically Disadvantaged: 44.69%</li> <li>Students with Disabilities: 8.62%</li> <li>Asian: 64.28%</li> <li>Hispanic: 42.73%</li> <li>White: 56.25%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 48.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 48.00%</li> <li>Students with Disabilities: 15.00%</li> <li>Asian: 66.00%</li> <li>Hispanic: 47.00%</li> <li>White: 58.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 12.9 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 7.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<p>below standard</p> <ul style="list-style-type: none"> <li>English Learners: 67.8 points below standard</li> <li>Socioeconomically Disadvantaged: 15.7 points below standard</li> <li>Students with Disabilities: 96.0 points below standard</li> <li>Asian: 49.6 points above standard</li> <li>Hispanic: 19.4 points below standard</li> <li>White: 20.9 points above standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>English Learners: 59.0 points below standard</li> <li>Socioeconomically Disadvantaged: 8.0 points below standard</li> <li>Students with Disabilities: 80.0 points below standard</li> <li>Asian: 50.0 points above standard</li> <li>Hispanic: 12.0 points below standard</li> <li>White: 22.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 57.6%</li> <li>English Learners: 51.0%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 58.6%</li> <li>Students with Disabilities: 60.5%</li> <li>Asian: 67.7%</li> <li>Hispanic: 57.3%</li> <li>White: 55.0%</li> </ul>				<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Asian: 70.0%</li> <li>Hispanic: 60.0%</li> <li>White: 60.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 30.13%</li> <li>English Learners: 9.09%</li> <li>Socioeconomically Disadvantaged: 27.72%</li> <li>Students with Disabilities: 5.17%</li> <li>Asian: 42.86%</li> <li>Hispanic: 27.16%</li> <li>White: 62.50%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 34.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 34.00%</li> <li>Students with Disabilities: 15.00%</li> <li>Asian: 45.00%</li> <li>Hispanic: 32.00%</li> <li>White: 64.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-	2018-19: (2019 Dashboard)				2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<ul style="list-style-type: none"> <li>All Students: 43.1 points below standard</li> <li>English Learners: 77.6 points below standard</li> <li>Socioeconomically Disadvantaged: 47.1 points below standard</li> <li>Students with Disabilities: 121.2 points below standard</li> <li>Asian: 34.3 points above standard</li> <li>Hispanic: 50.0 points below standard</li> <li>White: 6.2 points above standard</li> </ul>				<ul style="list-style-type: none"> <li>All Students: 37.0 points below standard</li> <li>English Learners: 67.0 points below standard</li> <li>Socioeconomically Disadvantaged: 41.0 points below standard</li> <li>Students with Disabilities: 100.0 points below standard</li> <li>Asian: 35.0 points above standard</li> <li>Hispanic: 42.0 points below standard</li> <li>White: 8.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress	2020-21: <ul style="list-style-type: none"> <li>All Students: 57.7%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>All Students: 65.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>English Learners: 55.4%</li> <li>Socioeconomically Disadvantaged: 57.6%</li> <li>Students with Disabilities: 51.1%</li> <li>Asian: 68.8%</li> <li>Hispanic: 56.5%</li> <li>White: 68.4%</li> </ul>				<ul style="list-style-type: none"> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 60.0%</li> <li>Asian: 70.0%</li> <li>Hispanic: 65.0%</li> <li>White: 70.0%</li> </ul>
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	2018-19: <ul style="list-style-type: none"> <li>All Students: 30.61%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 33.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the CAASPP-Science assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 29.46%</li> <li>Students with Disabilities: 5.00%</li> <li>Hispanic: 26.56%</li> </ul>				<ul style="list-style-type: none"> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 33.00%</li> <li>Students with Disabilities: 15.00%</li> <li>Hispanic: 30.00%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,484,045.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional development for high-quality instruction	<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Professional development expenses: Resource: Title II, Part A; Amount: \$13,836</li> <li>• Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$20,000</li> </ul>	\$58,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>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.)</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Title-I Coordinator salary and benefits: Resource: Title I, Part A; Amount: \$214,797</li> <li>Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$25,000</li> </ul>	\$1,013,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$48,500</li> </ul>		
4	Designated and integrated ELD programs	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$180,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>MPS EL Coordinator salary and benefits: Resource: Title III, Part A; Amount: \$88,400</li> </ul>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$806,544.00	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) 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

Action #	Title	Description	Total Funds	Contributing
1	College/Career readiness programs and activities	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Naviance and Albert program fees: Resource: Title 1, Part A; Amount: \$4,500</li> </ul>	\$115,721.00	Yes
2	STEAM and GATE programs	<p>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-</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Supplemental program , Gizmos: Resource: Title I, Part A; Amount: \$3,000</li> </ul>		
3	Digital literacy and citizenship programs	<p>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.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$210,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Supplemental program, Pixton: Resource: Title IV, Part A; Amount: \$3,000</li> </ul>		
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Physical Education equipment expenses: Resource: Title IV, Part A; Amount: \$10,000</li> </ul>	\$216,943.00	Yes
5	Additional programs and activities that	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.	\$786,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support well-rounded education	<p>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, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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	<p>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 provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, 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</p>	\$395,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• ParentSquare software fees: Resource: Title I, Part A; Amount: \$4,000</li> <li>• Parent Education Bridge program fees: Resource: Title I, Part A; Amount: \$5,000</li> <li>• Home visit Resource: Title I, Part A; Amount: \$25,000</li> </ul>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to</p>	\$382,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$5,000</li> </ul>		
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'	\$4,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>		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
30.12%	\$1,951,597

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$8,399,344.00	\$957,567.00	\$30,000.00	\$967,665.00	\$10,354,576.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,489,485.00	\$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	\$488,897.00	\$80,000.00		\$17,000.00	\$585,897.00
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			\$88,400.00	\$180,345.00
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

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
<b>Total:</b>	\$2,324,285.00	\$3,383,090.00
<b>LEA-wide Total:</b>	\$2,324,285.00	\$3,383,090.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$180,345.00
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		



# Instructions

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[Stakeholder Engagement](#)

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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](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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-2
<b>CDS Code:</b>	19-10199-0115212
<b>LEA Contact Information:</b>	Name: David Garner Position: Principal Email: dgarner@magnoliapublicschools.org Phone: (818) 758-0300
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$5,573,189
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,319,496
<b>All Other State Funds</b>	\$733,771
<b>All Local Funds</b>	\$30,000
<b>All federal funds</b>	\$353,555
<b>Total Projected Revenue</b>	\$6,690,515

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,403,081
<b>Total Budgeted Expenditures in the LCAP</b>	\$6,403,081
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,680,651
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$807,171.88
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$732,293.00

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$361,155
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	-\$74,878.88

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

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## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-2

CDS Code: 19-10199-0115212

School Year: 2021-22

LEA contact information:

David Garner

Principal

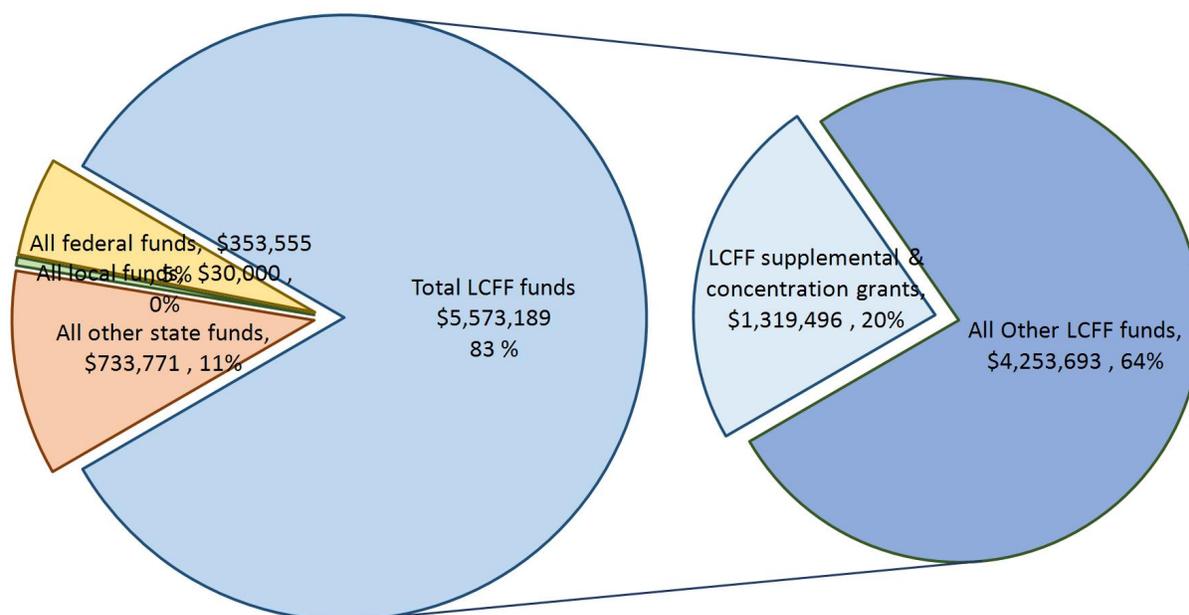
dgarner@magnoliapublicschools.org

(818) 758-0300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



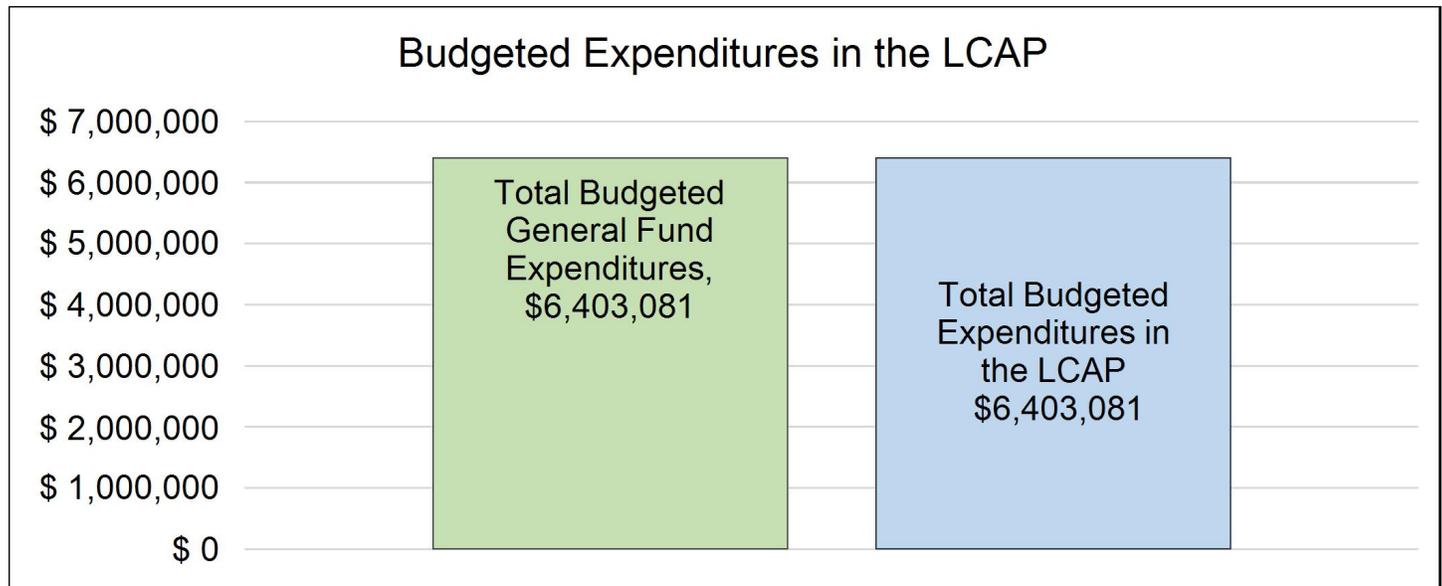
This chart shows the total general purpose revenue Magnolia Science Academy-2 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-2 is \$6,690,515, of which \$5,573,189 is Local Control Funding Formula (LCFF), \$733,771 is other state funds, \$30,000 is local funds, and \$353,555 is

federal funds. Of the \$5,573,189 in LCFF Funds, \$1,319,496 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-2 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-2 plans to spend \$6,403,081 for the 2021-22 school year. Of that amount, \$6,403,081 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

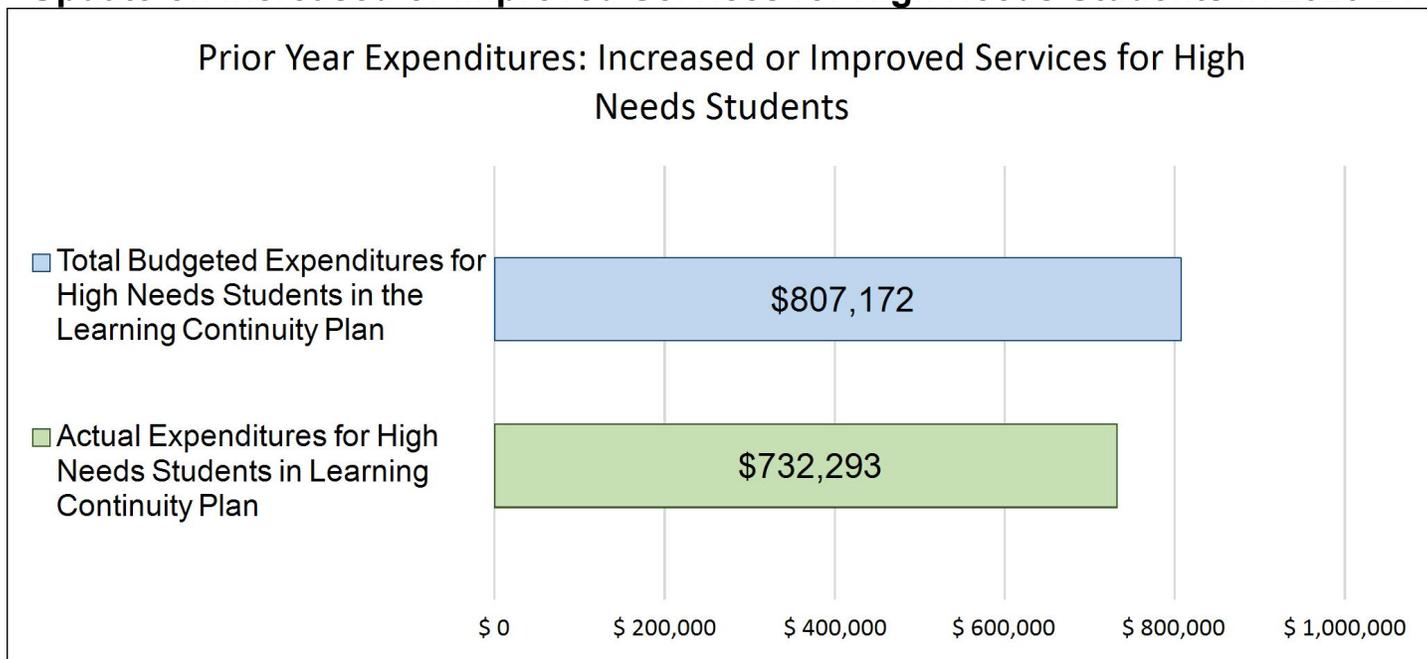
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-2 is projecting it will receive \$1,319,496 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-2 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-2 plans to spend \$1,680,651 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-2 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-2's Learning Continuity Plan budgeted \$807,171.88 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-2 actually spent \$732,293.00 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by staff reassignments and using online instructional materials. The planned actions and services were fully provided to high needs students.

# 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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            94%</p>

Expected	Actual
<p>90%</p> <p><b>Baseline</b> 90%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP ELA/Literacy assessments</p> <p><b>19-20</b> 2018-19 (Expected): All Students: 3 percentage points up from the prior year</p> <p>English Learners: 1 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</p> <p>Students with Disabilities: 3 percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 33%</p> <p>English Learners: 3%</p> <p>Socioeconomically Disadvantaged: 32%</p> <p>Students with Disabilities: 8%</p> <p>Hispanic: 29%</p>	<p>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%</p>

Expected	Actual
White: 71%	
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 49.7 points belowstandard</p> <p>English Learners: 91.6 points belowstandard</p> <p>Socioeconomically Disadvantaged: 51.4 points belowstandard</p> <p>Students with Disabilities: 127.9 points belowstandard</p> <p>Hispanic: 57.0 points belowstandard</p>	<p>2018-19: All Students:16.6 below standard</p> <p>English Learners: 62.1 points below standard</p> <p>Socioeconomically Disadvantaged: 22.0 points below standard</p> <p>Students with Disabilities: 79.9 points below standard</p> <p>Hispanic: 24.9 points below standard</p> <p>White: 26.2 points above standard</p>

Expected	Actual
White: 5.3 points belowstandard	
<p><b>Metric/Indicator</b> Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 6-10)</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 2 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 52%</p> <p>English Learners: 46.3%</p> <p>Socioeconomically Disadvantaged: 51.5%</p> <p>Students with Disabilities: 48.3%</p> <p>Hispanic: 51.0%</p>	<p>2018-19: All Students: 58.6%</p> <p>English Learners: 53.5%</p> <p>Socioeconomically Disadvantaged: 57.9%</p> <p>Students with Disabilities: 62.2%</p> <p>Hispanic: 57.1%</p> <p>White: 61.9%</p>

Expected	Actual
White: 61.9%	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP Mathematics assessments</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 24%</p> <p>English Learners: 0%</p> <p>Socioeconomically Disadvantaged: 24%</p> <p>Students with Disabilities: 6%</p> <p>Hispanic: 21%</p> <p>White: 52%</p>	<p>2018-19: All Students: 27.87%</p> <p>English Learners: 5.13%</p> <p>Socioeconomically Disadvantaged: 24.80%</p> <p>Students with Disabilities: 15.55%</p> <p>Hispanic: 23.41</p> <p>White: 67.41%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP Mathematics assessments</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 62.3 points below standard</p> <p>English Learners: 111.6 points below standard</p> <p>Socioeconomically Disadvantaged: 62.7 points below standard</p> <p>Students with Disabilities: 102.9 points below standard</p> <p>Hispanic: 68.3 points below standard</p> <p>White: 35.0 points below standard</p>	<p>2018-19: All Students: 60.8 points</p> <p>English Learners: 96.8 points</p> <p>Socioeconomically Disadvantaged: 65.6 points</p> <p>Students with Disabilities: 119.6 points</p> <p>Hispanic: 71.9 points</p> <p>White: 21.8 points</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 2 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 45.6%</p> <p>English Learners: 50.0%</p> <p>Socioeconomically Disadvantaged: 45.8%</p> <p>Students with Disabilities: 45.8%</p> <p>Hispanic: 45.4%</p> <p>White: 40.0%</p>	<p>All Students: 61.6 %</p> <p>English Learners: 57.8%</p> <p>Socioeconomically Disadvantaged: 63.0 %</p> <p>Students with Disabilities: 53.1%</p> <p>Hispanic: 60.8%</p> <p>White: 63.6%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 88.7%</p>	<p>2018-19: 71.4 %</p>
<p><b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 4.8%</p>	<p>2019-20: 26.9%</p>
<p><b>Metric/Indicator</b> Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 79%</p>	<p>2019-20 (Fall Semester): 79%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 49%</p>	<p>2019-20: 21.6 %</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 65.2%</p>	<p>2019-20: 48.8%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 91%</p>	<p>2019-20: 94.7%</p>
<p><b>Metric/Indicator</b> Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 86%</p>	<p>2019-20: 63.9%</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 15%</p>	<p>2019-20: ELA: 44.7% Math 15.3%</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$20,000 BTSA expenses (5000)(Base); \$6,000 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$26,000</p>	<p>\$9,000 BTSA expenses (5000)(Base); \$2,950 EL authorization expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures Title II \$11,950</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$30,000 Books (4100-4200); \$115,000,199 Supplies, materials (4300), \$135,000 Equipment (4400) 4000-4999: Books And Supplies LCFF Base \$280,000</p>	<p>\$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</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	<p>\$17,000 Operation and housekeeping (5500), \$50,000 Repair and Maintenance (5615), \$60,000 Janitors salary &amp; benefits (2900, 3000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$127,000</p>	<p>\$18,300 Operations and housekeeping (5500), \$12,000 Repair and Maintenance (5615), 5000-5999: Services And Other Operating Expenditures LCFF Base \$30,300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		<p>\$68,041 Janitors salary (2200) and \$30,412 benefits (3000) 1000-3000: Salary and Benefits LCFF Base \$98,453</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$40,000 Professional Development (5800); \$3,000 TeachBoost fees, MAP Testing (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$43,000</p>	<p>\$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</p>
<p>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.</p>	<p>\$60,000 EL Coordinator salary (1000)(S&amp;C); \$10,000 Benefits (3000)(S&amp;C); 1000-3000: Salary and Benefits Supplemental and Concentration \$70,000</p> <p>\$5000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies Title I 5,000</p>	<p>\$76,945 EL Coordinator salary (1000)(S&amp;C); \$19,236 Benefits (3000)(S&amp;C); 1000-3000: Salary and Benefits Title I \$96,181</p> <p>\$2,250 - Flocabulary;, \$3,000 - Renaissance Learning / MyOn (portion for EL Students) 4000-4999: Books And Supplies Title I \$5,250</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>		
<p>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.</p> <p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$4,000 Professional Development on ELD strategies (5863)(S&amp;C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p>	<p>\$3,389.50 Professional Development on ELD strategies (5863)(S&amp;C) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,389.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$120,000 2 Intervention teachers' salaries (1000)(Title I); \$30,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I \$170,000</p>	<p>\$145,000 2 Intervention teachers' salaries (1000)(Title I); \$40,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I \$185,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>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.</p>	<p>\$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); \$40,000 Benefits (3000)(Base);</p>	<p>"\$180,00 Two deans of academics salaries (1000)(Base); \$66,500 Benefits (3000)(Base)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1000-3000: Salary and Benefits Base; Title I \$240,000</p> <p>\$6,500 Illuminate SIS &amp; DnA (5000); \$6,000 MAP testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$12,500</p>	<p>1000-3000: Salary and Benefits Base \$246,500</p> <p>Illuminate SIS &amp; DnA (5000); \$3,010 (SIS), \$1,890 (DnA) 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,900</p> <p>\$3,150 (Title I) - Certificated Admin Salaries 1000-1999: Certificated Personnel Salaries Title I \$3,150</p> <p>\$4,937 NWEA (MAP) testing fees (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$4,937</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$70,000</p>	<p>\$71,357 College Counselor salary (1000)(Base); \$21,407 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$92,764</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>1100 AP teacher add-on salaries 4300 AP Course materials 4000-4999: Books And Supplies LCFF Base \$25,000</p>	<p>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/</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		<p>LESIA ON AP CALC PURCHASE??? 4000-4999: Books And Supplies LCFF Base \$17,997</p> <p>1100 AP teacher add-on salaries (\$8,000) 1000-1999: Certificated Personnel Salaries LCFF Base \$8,000</p>
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>\$2,810 Naviance program (5000)(Base); (\$882 PSAT NMSQT Test Fee), 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,692</p> <p>College preparation materials (4000)(Base): (Stanford Math: \$1,500), 4000-4999: Books And Supplies LCFF Base \$1,500</p>

## 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
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20: 16%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 10%</p> <p><b>Baseline</b> 12%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 80%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>\$2,040,000 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base \$2,040,000</p>	<p>\$1,820,734 Teacher salaries (1000)(Base) 1000-1999: Certificated Personnel Salaries LCFF Base \$1,820,734</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$800,000 Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base \$800,000</p> <p>\$25,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000</p>	<p>\$838,295.09 - Benefits (3000)(Base) 3000-3999: Employee Benefits LCFF Base \$838,295.09</p> <p>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</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>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</p>	<p>\$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</p>
<p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its</p>	<p>"\$40,000 1 IT staff salary (2000)(Base); \$15,000 Benefits (3000)(Base); \$150,000 2</p>	<p>"\$42,828 1 IT staff salary (2000)(Base); \$12,848 Benefits (3000)(Base); \$87,899</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>technology up to date. Charter School teachers will participate in PD on Blended Learning.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>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</p>	<p>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</p> <p>\$3,500 Computers (4000); 4000-4999: Books And Supplies LCFF Base \$3,500</p> <p>\$8,800 Technology expenses (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$8.800</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$10,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$10,000</p>	<p>\$2,000 Science materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$2,000</p>

## 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
<p><b>Metric/Indicator</b> Number of SSC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of ELAC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of PTF meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>

Expected	Actual
<b>Metric/Indicator</b> Number of activities/events for parent involvement per year <b>19-20</b> 5 <b>Baseline</b> 5	2019-20: 5
<b>Metric/Indicator</b> Frequency of SIS record updates <b>19-20</b> Daily/Weekly <b>Baseline</b> Daily/Weekly	2019-20: Daily/Weekly
<b>Metric/Indicator</b> Number of progress reports sent to parents per year <b>19-20</b> 4 <b>Baseline</b> 4	2019-20: 4
<b>Metric/Indicator</b> Percentage of students who have been home visited by the teachers per year <b>19-20</b> 25% <b>Baseline</b> 25%	2019-20: 30.8%
<b>Metric/Indicator</b> ADA rate <b>19-20</b> 97% <b>Baseline</b>	2019-20: 96.79%

Expected	Actual
97%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 6%  <b>Baseline</b> 10%	2019-20 (Fall Semester): 6.3%
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> High school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> Four-year cohort graduation rate  <b>19-20</b> 100%  <b>Baseline</b> 98%	2019:20: 100%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 0%	2019-20: 0.2%

Expected	Actual
<p><b>Baseline</b> 0.2%</p>	
<p><b>Metric/Indicator</b> Student expulsion rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0.2%</p>	<p>2019-20: 0%</p>
<p><b>Metric/Indicator</b> School experience survey participation rates</p> <p><b>19-20</b> Students: 85% Families: 85% Staff: 85%</p> <p><b>Baseline</b> Students: 83% Families: 95% Staff: 94%</p>	<p>2019-20: Students: 99.3% Families: 85.8% Staff: 100%</p>
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 85% Families: 85% Staff: 85%</p> <p><b>Baseline</b> Students: 63% Families: 90% Staff: 80%</p>	<p>2019-20: Students: 70% Families: 93% Staff: 89%</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	\$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
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	\$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
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	Action 1] 1000-1999: Certificated Personnel Salaries Title I \$20,000	Action 1] 1000-1999: Certificated Personnel Salaries Title I \$9,750
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	\$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
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	\$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
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$192,500</p>	<p>\$37,587 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base \$37,587</p> <p>\$2,440 ParentSquare notification program 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,440</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$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</p>	<p>\$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</p> <p>\$6,372 - Naviance and APEX (5000) 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,372</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p>	<p>\$150,000 2 Dean of Students salary (1000)(Base); \$30,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$180,000</p>	<p>\$80,707 1 Dean of Students salary (1000)(Base); \$20,176 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$100,883</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$15,000.00; 5863 Teacher PD on classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base \$15,000</p>	<p>\$3,239; 5863 Teacher PD on classroom management. \$3,900 PBIS LACOE PD 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,139</p>
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$2,000 Panorama Education surveys (5000)(Base) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000</p>	<p>\$1,800 Panorama Education surveys (5000)(Base) 5800: Professional/Consulting Services And Operating Expenditures Title I \$1,800</p>

## 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.

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	No
Substitute coverage by core teachers	\$3,000	4,000	Yes
Additional SPED professional services including Edlogical, eLuma, Direct Ed, etc.	\$93,395	25,000	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.

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 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 place 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 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](mailto: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	5,289,000.00	4,798,882.39
After School Education and Safety (ASES)	45,000.00	0.00
Base	0.00	246,500.00
Base; Title I	240,000.00	0.00
LCFF Base	4,627,500.00	4,013,699.89
LCFF Base, Title I	0.00	32,500.00
LCFF Supplemental and Concentration	4,000.00	3,389.50
S & C; Title I	85,000.00	87,082.00
Supplemental and Concentration	70,000.00	0.00
Title I	217,500.00	403,761.00
Title II	0.00	11,950.00
	0.00	10,697.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	5,289,000.00	4,798,882.39
1000-1999: Certificated Personnel Salaries	2,105,000.00	1,874,134.00
1000-3000: Salary and Benefits	1,593,500.00	1,622,304.00
2000-2999: Classified Personnel Salaries	192,500.00	125,292.00
3000-3999: Employee Benefits	800,000.00	875,882.09
4000-4999: Books And Supplies	327,000.00	167,807.00
5000-5999: Services And Other Operating Expenditures	269,000.00	129,223.30
5800: Professional/Consulting Services And Operating Expenditures	2,000.00	4,240.00
	2,000.00	4,240.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	5,289,000.00	4,798,882.39
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	45,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,040,000.00	1,828,734.00
1000-1999: Certificated Personnel Salaries	LCFF Base, Title I	0.00	32,500.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00	12,900.00
1000-3000: Salary and Benefits	Base	0.00	246,500.00
1000-3000: Salary and Benefits	Base; Title I	240,000.00	0.00
1000-3000: Salary and Benefits	LCFF Base	1,028,500.00	913,748.00
1000-3000: Salary and Benefits	S & C; Title I	85,000.00	87,082.00
1000-3000: Salary and Benefits	Supplemental and Concentration	70,000.00	0.00
1000-3000: Salary and Benefits	Title I	170,000.00	374,974.00
2000-2999: Classified Personnel Salaries	LCFF Base	192,500.00	125,292.00
3000-3999: Employee Benefits	LCFF Base	800,000.00	875,882.09
4000-4999: Books And Supplies	LCFF Base	322,000.00	162,557.00
4000-4999: Books And Supplies	Title I	5,000.00	5,250.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	242,500.00	105,046.80
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	4,000.00	3,389.50
5000-5999: Services And Other Operating Expenditures	Title I	22,500.00	8,837.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	11,950.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,000.00	2,440.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,122,500.00	1,015,574.50
<b>Goal 2</b>	3,553,500.00	3,307,464.89
<b>Goal 3</b>	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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$203,050.00	\$112,840.00
<b>Distance Learning Program</b>	\$715,305.45	\$766,852.00
<b>Pupil Learning Loss</b>	\$227,353.00	\$127,350.00
<b>Additional Actions and Plan Requirements</b>	\$254,548.00	\$249,091.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$1,400,256.45	\$1,256,133.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$200,050.00	\$108,840.00
<b>Distance Learning Program</b>	\$393,034.57	\$415,000.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$593,084.57	\$523,840.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$3,000.00	\$4,000.00
<b>Distance Learning Program</b>	\$322,270.88	\$351,852.00
<b>Pupil Learning Loss</b>	\$227,353.00	\$127,350.00
<b>Additional Actions and Plan Requirements</b>	\$254,548.00	\$249,091.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$807,171.88	\$732,293.00

# 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.”

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 foundational 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-2 currently has 468 students in grades 6-12, and mainly draws enrollment from Van Nuys, 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 face economic challenges. MSA-2 has a diverse enrollment, including 87% Hispanic / Latino, 6% Asian / Pacific Islander, 5% White, 2% Black / African American, 86% Socioeconomically Disadvantaged, 15% Special Education, and 14% English Learner population.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2  
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455

Phone: 818-758-0300

Email: [dgarner@magnoliapublicschools.org](mailto:dgarner@magnoliapublicschools.org)

### Our History

Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2008 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

### Our Mission

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

### Our Vision

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

### INNOVATION

Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

### CONNECTION

School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

### EXCELLENCE

Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

MSA-2's graduation rate improved from the orange indicator color to the blue color on the California Dashboard from the 2017-18 to the 2018-19 academic years. In addition, MSA-2 has yielded a 95% graduation rate during the 2019-20 and the 2020-21 academic years. To maintain this high rate in future years, 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 college career indicator on the California Dashboard improved from yellow to green from the 2017-18 to the 2018-19 academic year. To support even further growth in this area, MSA-2 launched our first cohort of early college students during the summer of 2020 where incoming 9th grade students were given the opportunity to enroll in their first college course with Los Angeles Valley College. 100% of these students passed the Counseling 020 course for 3 units with a letter grade of an A or a B. Many of these students also enrolled in and passed other college courses during their regular 9th grade academic year school year.

Also, MSA-2's suspension rate has been very low over the past two years during the 2017-18 and 2018-19 academic years, as demonstrated by our blue color on the California Dashboard. In addition, MSA-2 had 0 suspensions or expulsions during the 2020-21 academic year, and had 0.2% suspension rate during the 2019-20 academic year. This outcome has been reached by means of a collaborative partnership with the Los Angeles County Office of Education (LACOE) Positive Behavior Interventions and Supports (PBIS) program over the past four academic years, where our school administration and PBIS coach have received professional development and guidance to promote alternatives to suspensions and expulsions. In addition, our high school ASB student government leaders have supported this effort by teaching Bully Prevention courses to our middle school students during their Life Skills classes. Further, our student leaders produce PBIS weekly videos which reinforce the school's behavioral expectations while simultaneously providing students with lessons on Social Emotional Learning (SEL) with the Zones of Regulation (ZOR) curriculum.

MSA-2's chronic absenteeism rate has maintained a blue color on the California Dashboard over the past two consecutive years during 2017-18 and 2018-19. This success has taken place in collaboration with the addition of a full-time attendance clerk who works in our office to reconcile students absences, as well as to communicate with families to support issues that need addressing. In addition, MSA2 also added a full-time school psychologist during this time to support students with social-emotional needs at school in order for students to improve students' focus and engagement in school.

The English Learner Progress has also been very high, including the most recent data in this area on the California Dashboard during the 2018-19 school year which was 71.4% for the English Learner Progress Indicator. We will continue to support our English Learners in designated classes as well as in core classes, as well as by providing addition interventions during after school and Saturday small group instruction.

During our most recent implementation of the NWEA MAP assessment during the 2020-21 academic year, MSA2 students showed overall progress of 67.5% in math and 65% in ELA met their target growth from Fall to Spring. This success took place during the pandemic of Covid-19, where MSA2 offered an expanded amount of interventions for our students, including expanding the amount of weeks where Saturday School interventions were available to include the entire school year.

MSA-2 launched our first AP Computer Programming - Java course during the 2020-21 academic year where students also prepared to take the Oracle Certified Associate (OCA) exam. The success of this new pathway was elevated by having one of our students from the first year of this program be awarded the Amazon Future Engineer Scholarship of \$40,000 which was only awarded to 100 high school students in the country.

In addition, MSA2 participated in the National History Day competition during the 2020-21 academic year, and our high school students were awarded the first place prize for in the Los Angeles County Office of Education (LACOE) competition. Further, our high school students' team was selected to advance to the California State finals for their project.

During the 2019-20 academic year, MSA-2 started a REC Foundation Aerial Drones program. In February 2020, our high school students qualified for the REC Foundation Aerial Drones World Championship. The REC Foundation Aerial Drones World Championship was scheduled to be showcased at the VEX Robotics World Championships which was planned to take place from April 26-28, 2020, in Louisville, Kentucky.

The REC Foundation Aerial Drones Competition offers middle school and high school students an opportunity to get hands-on experience in STEM education in the form of an affordable, fast-paced game. Students in the program have the opportunity to learn how to safely operate a drone, work as a team, and research workforce applications of aerial robotic technology; all while having a blast. Due to the Covid-19 pandemic, the World Championship tournament was not able to take place.

During the 2018-19 academic year, MSA-2's VEX Robotics team qualified to compete in the U.S. Open Robotics Championship tournament for the second consecutive year and placed 17th in the nation out of thousands of teams. For multiple years, MSA2 has offered VEX Robotics as an elective class for high school students. Even though VEX Robotics middle school program was exclusively offered as an after school club during the previous academic year, the team still managed to achieve a tremendous success. During the 2018-19 academic year, we offered VEX Robotics as an elective class for middle school students for the first time. The impact of this change has been positive, as demonstrated by three times more school teams qualifying during the school year for the U.S. Open Robotics Championship tournament across VEX IQ and VEX EDR.

## 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-2 improved from math color on the California Dashboard from orange to yellow from the 2017-18 to the 2018-19 academic years. Despite this growth, we are still setting goals and taking steps to improve this performance color in math for our school. In addition, the school did not achieve a "significant" increase and MSA-2's math scores on the most recent Dashboard measure still show an average distance below the standard of 60.8 points. As such, MSA-2 is taking steps to decrease this gap, including by continuing to offer Power math classes, after school math support, Saturday School, online learning platforms to support math, and other interventions to support student growth in math across all student groups.

The math groups of socioeconomically disadvantaged, students with disabilities, and English learners are all orange for their performance indicators on the most recent Dashboard during the 2018-19 academic year for their performance in math. While English learners increased by 4.1 points in math during this same academic year, they were still 96.8 points below the standard. In addition, while students with disabilities increased by 10.5 points in math during this same academic year, they were still 119.6 points below the standard. Further,

socioeconomically disadvantaged students maintained their score by 2.9 points in math during this same academic year, and remained 65.5 points below the standard. As such, all efforts to improve the academic performance of ELA at MSA-2 must continue to include targeted interventions for these student groups.

MSA-2 is yellow in our overall ELA indicator color on the California Dashboard during the 2017-18 and 2018-19 academic years. Our growth was a significant increase in ELA during the 2018-19 academic year, where our overall score improved by 20.8 points. Despite this improvement, MSA-2's ELA scores on the most recent Dashboard measure still show an average distance below the standard of 16.6 points. As such, MSA-2 is taking steps to decrease this gap, including by continuing to offer Power English classes, after school ELA support, Saturday School, online learning platforms to support ELA, and other interventions to support student growth in ELA across all student groups.

The ELA groups of students with disabilities is orange for their performance indicators on the most recent Dashboard during the 2018-19 academic year for their performance in ELA. While students with disabilities increased by 28.7 points in ELA during this same academic year, they were still 79.9 points below the standard. As such, all efforts to improve the academic performance of ELA at MSA-2 must continue to include targeted interventions for these student groups. 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 Bridge Education Program
- The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 99%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in

place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

- Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.
- Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.
- Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.
- 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 ELA significantly increased by 20.8 points during the last implementation in 2018-19.

- 95% graduation rate; college bound high school students.
- We were ranked as the #3 STEM Charter in Los Angeles County Office of Education (LACOE) and the #4 school in LACOE by the US News Best High Schools Rankings in 2020
- 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, as well as made it to the US National Championship tournament during two consecutive years during the Spring 2018 and Spring 2019 terms with both our VEX IQ and VEX EDR teams.
- We made it to the World Championships for our RAD Ariel Drone program during the Spring 2020 semester.
- Classes using blended learning effectively
- The full inclusion of special education students is impactful to support student learning
- Professional development around explicit direct instruction
- Our PBIS program is helping lead to low suspensions and expulsion rates

## 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 PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, 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 each of the past three school years and sought feedback from the parents for school improvement.

During the distance learning and hybrid learning times which took place from March 2020 until June 2021, MSA2 took numerous steps to maintain engagement of stakeholders. In particular, MSA2 reassigned our office staff to serve in the positions of Grade Level Coordinators where they were responsible to oversee the students in each particular grade level. This support was provided to the school during distance learning as a manner to increase student engagement in learning, as these staff members made daily phone calls to families of students who are absent from classes. This communication provided the school with the connection with families who often share additional challenges which were taking place with students. In addition, we continued to hold weekly Coffee with the Principal meetings 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 continued 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 created and distributed a monthly newsletter which held important information from our school administration, English Language Coordinator, Grade Level Coordinators, and also provided the community with

student journalist work.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes.

Amongst these means are the below:

- Weekly Full Staff PD meetings
- Weekly Grade Level meetings
- Weekly SPED meetings
- Weekly Admin meetings
- Weekly MTSS SEL Committee meetings
- Weekly PBIS Committee meetings
- Weekly ASB Student Government meetings
- Weekly MTSS Academic Committee meetings
- Weekly MPS Academic Task Force meetings with central office
- Weekly Leadership meetings with central office
- Weekly Title I Staff meetings with ELA and math interventionists
- Weekly Office Staff meetings
- Weekly Open House meetings
- Weekly Coffee with the Principal meetings
- Monthly Dean of Academics meetings with central office
- Monthly Dean of Students meetings with central office
- Monthly Principal meetings with central office
- Biweekly Department meetings
- Weekly College Cohort meetings
- Weekly AP Teacher meetings
- ELAC meetings
- PTF meetings
- SSC meetings
- Title I meetings
- Weekly Parent Bridge for Student Achievement Foundation (PBSAF) classes
- Weekly Saturday School meetings
- Daily After School Help Desk meetings

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

ParentSquare

Monthly newsletter

School website

Email

Phone calls / voice message

Daily After School Help Desk meetings  
 Social media  
 Google Classroom  
 Illuminate  
 Google Forms  
 Panorama Education - survey  
 Home visits

#### A summary of the feedback provided by specific stakeholder groups.

MSA2 regularly receives significant feedback from all stakeholder groups, including our Parent Advisory Committee (PAC) / Parents, our students, our staff, our School Site Council (SSC), our ELAC, and our SELPA. In particular the input from each of these stakeholder groups is systematically integrated into our school operations, programs, services, planned expenditures, and other important aspects of our educational systems.

#### Introduction:

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

#### Annual stakeholder experience survey:

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

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

#### Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”

- “I feel like I am part of this school.”

#### Student SEL survey:

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

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

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

Specific data is collected each year from students, parents/families and staff from our annual stakeholder survey conducted through Panorama Education. The below information reflects the specific results from the 2020-21 survey from these stakeholder groups for MSA2:

#### Survey Participation Rates:

During the 2020-21 academic year, the participation rate of families increased by 6.0% over the last year (from 85.8% to 91.8%) and the staff participation rates maintained 100% over the past year. These two positive aspects of stakeholder participation took place despite the shift this year toward online surveys during distance learning. The improvement in family participation rates means that MSA2 will consider using electronic surveys in the future rather than paper surveys for all families, while using grade level coordinators to follow up with each family. While the student participation rate decreased by 4.2% over the past year during the 2020-21 academic year (from 99.3% to 95.1%), MSA2 still met our target student participation rate of 95%. The decrease in student participation rate this year took place due to the additional challenges faced during distance learning to complete student surveys.

#### Overall Satisfaction Rates:

The overall satisfaction rates for students during the 2020-21 academic year increased by 5% (from 83% to 88%). Similarly, the overall satisfaction rates for families increased by 5% during the same period of time (from 93% to 99%). In addition, staff overall satisfaction rates maintained a high percent during this time of 98%. These three positive responses in stakeholder satisfaction over the past year are due to all stakeholders observing that despite the challenges faced during distance learning while Covid-19 was in place, MSA2 continues to offer improved access to high quality instructional programs via distance learning as well as provide support to staff and families.

#### Survey Findings:

Over the 2020-21 academic year, students showed an improvement in average approval rating by 6% over the past year (from 70% to 76%). These improvements took place as a result of MSA2 investing time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Students also observed that although we were in full distance learning over the past year, MSA2 continued to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement in average approval rating by 5% over the past year (from 93% to 98%). These improvements took place as a result of MSA2 investing time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also maintained a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement in average approval rating by 5% over the past year (from 89% to 94%). The improvements in the first three areas took place as a result of MSA2 investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, social events still took place via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Successes:

Over the 2020-21 academic year, students showed an improvement by 6% in the area of Climate of Support for Academic Learning (from 76% to 82%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 66% to 76%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 63% to 68%). The highest approval rating for the student stakeholder group was for Climate of Support for Academic Learning, which was 82%. We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

Over the 2020-21 academic year, families showed an improvement by 4% in the area of Climate of Support for Academic Learning (from 95% to 99%), by 6% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 92% to 98%), by 4% in the area of Safety (from 93% to 97%), and by 5% in the area of Sense of Belonging (School Connectedness) (from 93% to 98%). The highest approval rating for the families stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for

families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

Over the 2020-21 academic year, staff showed an improvement by 2% in the area of Climate of Support for Academic Learning (from 97% to 99%), by 10% in the area of Knowledge and Fairness of Discipline, Rules and Norms (from 83% to 93%), and by 13% in the area of Safety (from 81% to 94%), as well as decreased by 2% in the area of Sense of Belonging (School Connectedness) (from 93% to 91%). The highest approval rating for the staff stakeholder group was for Climate of Support for Academic Learning, which was 99%. We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Identified Needs:

MSA2 approval rates are already high across survey topics and questions amongst students, families, and staff. However, we will continue to strive to maintain our high rates across each stakeholder group as well as across all topics included in this survey by implementing and monitoring our contemporary programs and services, as discussed in a previous response above. In addition, we will continue to seek improvement in areas of student stakeholders, since they are the lowest scoring group typically at MSA2 historically. Even though this is the case, they continue to score high in their comparison to other schools in the core district. As such, we will continue to seek feedback from students by means of ASB Student Government, PBIS house Ambassadors, PBIS coaches, and parent feedback. Specifically, student sense of belonging is the lowest topic amongst all stakeholders, but it also improved by 5% this year, and is also ranking in the top 80-99% percent when compared with all schools in the core district. For staff stakeholders, the lowest response was for sense of belonging which also was at 91% and was the top 80-99 percent when compared with all schools in the core district.

#### Free Response - Strengths:

- Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:
- Sports program
- Safe, Small School
- Good Teachers that treat everyone fairly
- Teachers are hard-working
- Handle bullying and fix problems
- Students are treated with respect

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF
- Safe, Small School /Small size classroom; small family environment

We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

We are most proud of the families response to the topic of Sense of Belonging (School Connectedness) which was 98% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in families observing that although MSA2 was operating in full distance learning during this time, our school continued to provide opportunities for families to receive support and training during our parent bridge program on Saturdays, as well as communicating our continued high quality instructional programs which support students' social-emotional and academic needs during distance learning. We also will continue maintaining a high percentage of parent meetings and conferences via Zoom, including our Friday Coffee with the Principal meetings, Parent Teacher Conferences, PTF meetings, SSC, Title I and ELAC meetings.

We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Free Response - Areas of Growth:

Based upon the free responses to this question, the below strengths are visible in the student survey for MSA2 during the 2020-21 academic year:

- Sports program
- Safe, Small School
- Good Teachers that treat everyone fairly
- Teachers are hard-working
- Handle bullying and fix problems
- Students are treated with respect

Based upon the free responses to this question, the below strengths are visible in the family survey for MSA2 during the 2020-21 academic year:

- Staff
- Teachers
- Small class and school size
- Communication with families
- Discipline procedures

Based upon the free responses to this question, the below strengths are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Small size classroom; small family environment
- Staff support each other; respecting another
- Friendly and welcoming environment for all stakeholders

Based upon the free responses to this question, the below strengths are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Teachers support students academically and emotionally.
- Strong communication with families
- Staff support each other; respecting another
- Discipline procedures/Handle bullying and fix problems/PBIS
- Sports program/CIF

- Safe, Small School /Small size classroom; small family environment

We are most proud of the students' response to the topic of Sense of Belonging (School Connectedness) which was 68% overall, with an improvement of 5% and compared with others in the Core district as 80-99%. We plan on maintaining and building upon this success by continuing to invest time in training our staff to provide high quality instructional programs which support students' social-emotional and academic needs during distance learning. Also, we will continue to offer interventions and support including Saturday School, PBIS weekly house competitions, online counseling sessions, online support for college applications, after school tutoring and clubs, and support via online resources.

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We are most proud of the staff response to the topic of Sense of Belonging (School Connectedness) which was 91% overall, even with a decrease of 2%, we still received a comparison with others in the Core district percentile of 80-99%. We plan on maintaining and building upon this success by continuing investing time in providing professional development opportunities to staff each week to support distance learning, as well as provide social-emotional support to staff based on collecting feedback from surveys. In addition, we will continue to host social events via Zoom with the staff, including PBIS weekly house competitions, monthly open mic events, and online games such as BINGO to build a sense of belonging and connectedness with the staff despite the distance learning taking place.

#### Free Response - Areas of Growth:

Based upon the free responses to this question, the below areas of growth are visible in the student survey for MSA2 during the 2020-21 academic year:

- Lack of certain facilities, water fountain issue
- No field
- No sports for girls
- Vending machine taking money

Based upon the free responses to this question, the below areas of growth are visible in the families survey for MSA2 during the 2020-21 academic year:

- Teacher vacancies filled by substitutes
- Entrance location
- Lunches
- \* Many parents stated no dislikes

Based upon the free responses to this question, the below areas of growth are visible in the staff survey for MSA2 during the 2020-21 academic year:

- Lack of facilities such as library and sports facilities; restrooms are not enough
- Discipline problems; no consequences are given
- Cell phone usage among students and bad language

Based upon the free responses to this question, the below areas of growth are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- Expand sports programs to middle school students and CIF sports to girls
- Improve access to facilities (field, school entrance, staff lounge)
- Less substitutes
- Offer more student-centered clubs
- Offer better student meals
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc)

The areas which need our close attention are improving access to sports programs and facilities, improving quality of meals, and supporting clear consequences for student discipline issues. There are no gaps in student groups revealed by the feedback, although there is a perceived gap in girls sports opportunities which is due to the need to increase promotion of existing girls sports opportunities so that all stakeholders are aware about these.

Suggestions from Stakeholders:

Based upon the free responses to this question, the below are suggestions which are visible in the student survey for MSA2 during the 2020-21 academic year:

- More choice in electives/clubs
- Sports option for girls
- Follow through with consequences
- Shade in lunch area
- More opportunity for engagement with school and others

Based upon the free responses to this question, the below are suggestions which are visible in the families survey for MSA2 during the 2020-21 academic year:

- Better food
- More sports (specifically for middle)
- Lockers for students
- Music class

Based upon the free responses to this question, the below are suggestions which are visible in the staff survey for MSA2 during the 2020-21 academic year:

- New facility; move to a different location; more space
- Clear consequences for disruptive students
- Less substitute teachers
- Hiring process takes too long when a teacher leaves

Based upon the free responses to this question, the below suggestions are visible as patterns across all stakeholder groups, including students, families and staff for MSA2 during the 2020-21 academic year:

- More sports
- Better food
- Facility improvement

Next Steps:

MSA2 will continue to build increased sports opportunities for middle and high school students by conducting a survey of the students to seek their interest in participating in various sports. In addition, MSA2 will continue to participate in CIF sports for high school, and will take steps to reserve facilities during the instructional day for PE coaches to use with their classes as an athletic conditioning time. This will increase the students' participation in sports as well as access to improved facilities to practice.

MSA2 will seek to improve the quality of menu options available to students on campus by utilizing feedback from staff, students and families. Our goal with this process is to ultimately increase the amount of students who consume food at school to gain important nutrients which are essential to remain focused in learning and maintaining physical, and social-emotional health.

MSA2 will form a facility committee with students, staff, and families as part of the committee with the goal of increasing our access to co-located facilities during the instructional day as part of PE, as well as during outside of school hours to support PBIS programs, assemblies, academic competitions, and other school culture building activities. MSA2 will meet with our co-located schools on a bi-weekly basis to plan for use of facilities.

SELPA Feedback:

Our SELPA recommended that we continue to use the LCAP to monitor the progress of our students with IEPs and 504s through our use of programs and services as well as through continuing to monitor the data involving these students and to make any adjustments to programs and services necessary to ensure the increased success of these students.

Parent Advisory Committee (PAC)/Parents, School Site Council (SSC) and ELAC:

MSA2 feedback from our parents through our PAC, as well as through multiple stakeholder groups involved with our SSC and ELAC

supported the idea that we expand services offered during our Saturday School program, as well as expand our summer school, Spring Break, Thanksgiving Break, and Winter Break services to support student learning to support English Learners, students with IEPs and 504s, socioeconomically disadvantaged students, students in need of social-emotional and mental health support, as well as general education students from all demographic backgrounds.

#### 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 standardized tests, and preparing students to take more AP and/or college 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
- Continuing to improve the expansion of sports and arts programs to support our 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) 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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</p>	\$426,371.08	No

Action #	Title	Description	Total Funds	Contributing
		<p>depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Chromebooks: Resource: Title IV, Part A; Amount: \$8,985</li> </ul>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$517,374.69	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$8,000.00	Yes
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$973,507.31	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: 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: <ul style="list-style-type: none"> <li>All Students: 41.81%</li> <li>English Learners: 7.69%</li> <li>Socioeconomically Disadvantaged: 38.19%</li> <li>Students with Disabilities: 15.56%</li> <li>Hispanic: 38.49%</li> <li>White: 58.82%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 46.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 43.00%</li> <li>Students with Disabilities: 20.00%</li> <li>Hispanic: 43.00%</li> <li>White: 60.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 16.6 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 10.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>English Learners: 62.1 points below standard</li> <li>Socioeconomically Disadvantaged: 22.0 points below standard</li> <li>Students with Disabilities: 79.9 points below standard</li> <li>Hispanic: 24.9 points below standard</li> <li>White: 26.2 points above standard</li> </ul>				<ul style="list-style-type: none"> <li>English Learners: 55.0 points below standard</li> <li>Socioeconomically Disadvantaged: 16.0 points below standard</li> <li>Students with Disabilities: 72.0 points below standard</li> <li>Hispanic: 18.0 points below standard</li> <li>White: 28.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 66.0%</li> <li>Socioeconomically Disadvantaged: 66.3%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>All Students: 70.0%</li> <li>English Learners: 70.0%</li> <li>Socioeconomically Disadvantaged: 70.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 66.0%</li> <li>Hispanic: 65.5%</li> <li>White: 66.7%</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 70.0%</li> <li>Hispanic: 70.0%</li> <li>White: 70.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 27.87%</li> <li>English Learners: 5.13%</li> <li>Socioeconomically Disadvantaged: 24.80%</li> <li>Students with Disabilities: 15.55%</li> <li>Hispanic: 23.41%</li> <li>White: 64.71%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 34.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 34.00%</li> <li>Students with Disabilities: 25.00%</li> <li>Hispanic: 34.00%</li> <li>White: 67.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 60.8 points below standard</li> <li>English Learners: 96.8 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 54.0 points below standard</li> <li>English Learners: 86.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 65.6 points below standard</li> <li>• Students with Disabilities: 119.6 points below standard</li> <li>• Hispanic: 71.9 points below standard</li> <li>• White: 21.8 points above standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 58.0 points below standard</li> <li>• Students with Disabilities: 100.0 points below standard</li> <li>• Hispanic: 64.0 points below standard</li> <li>• White: 23.0 points above standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• All Students: 67.4%</li> <li>• English Learners: 63.6%</li> <li>• Socioeconomically Disadvantaged: 68.3%</li> <li>• Students with Disabilities: 57.9%</li> <li>• Asian: 70.8%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>• All Students: 70.0%</li> <li>• English Learners: 65.0%</li> <li>• Socioeconomically Disadvantaged: 70.0%</li> <li>• Students with Disabilities: 60.0%</li> <li>• Asian: 70.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 66.7%</li> <li>White: 87.5%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 70.0%</li> <li>White: 80.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 21.05%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 20.79%</li> <li>Students with Disabilities: 5.56%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 24.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 24.00%</li> <li>Students with Disabilities: 10.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 19.41%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 24.00%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Teacher salary and benefits: \$118,815.04</li> </ul>	\$1,881,128.31	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	\$60,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$23,202</li> </ul>		
3	MTSS - Academic enrichment, intervention, and student support	<p>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</p>	\$653,346.02	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.)</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$108,240</li> <li>• Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$76,000</li> <li>• Admin stipends for Saturday school: Resource: Title I, Part A; Amount: \$11,400</li> <li>• Teacher stipends for summer school: Resource: Title I, Part A; Amount: \$40,000</li> <li>• Instructional Aide stipends for summer school: Resource: Title I, Part A; Amount: \$6,600</li> <li>• Admin stipends for summer school: Resource: Title I, Part A; Amount: \$5,000</li> <li>• Educational software (Standard Plus, Quill, NWEA, myON, IXL, Padlet, Flocabulary): \$56,633</li> <li>• Educational software (AP Computer Science A Java - Edhesive): Title IV, Part A; Amount: \$3,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Professional services (Turnitin): Title I; \$4,500</li> </ul>		
4	Designated and integrated ELD programs	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Rosetta Stone program fees: Resource: Title I, Part A; Amount: \$1,000</li> </ul>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$666,517.38	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	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Naviance program fees: Resource: Title I; Amount: \$4,000</li> </ul>	\$114,388.53	Yes
2	STEAM and GATE programs	<p>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)</p>	\$4,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software (Oracle Certified, Generation Genius): Resource: Title IV, Part A; Amount: \$2,490</li> <li>• Educational Software (Gizmo): Resource: Title I; Amount: \$2,000</li> </ul>		
3	Digital literacy and citizenship programs	<p>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.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p>	\$108,642.15	Yes

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$111,541.10	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships,</p>	\$230,923.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>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 provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, 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</p>	\$392,599.71	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Stipends for home visits: Resource: Title I, Part A; Amount: \$12,000</li> <li>• Parent Academy instructor salary: Resource: Title; Amount: \$10,000</li> <li>• ParentSquare professional services system: Resource: Title I; Amount: \$2,500</li> <li>• Parent Education Bridge program fees: Resource: Title I, Part A; Amount: \$10,000</li> </ul>		
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	\$206,098.99	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,200.00	Yes
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes

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.**

## 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
31.02%	\$1,319,496

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 achievements 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 the survey results to identify the 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
\$5,192,639.10	\$591,802.98		\$618,638.94	\$6,403,081.02

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,191,782.71	\$2,211,298.31

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	\$394,572.08	\$22,814.00		\$8,985.00	\$426,371.08
1	3	All	Clean and safe facilities that support learning	\$517,374.69				\$517,374.69
1	4	Low Income	Healthy and nutritious meals	\$8,000.00				\$8,000.00
1	5	All	Well-orchestrated Home Office support services	\$973,507.31				\$973,507.31
2	1	All	Broad course of study and standards-based curriculum	\$1,699,341.27	\$62,972.00		\$118,815.04	\$1,881,128.31
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$37,000.00			\$23,202.00	\$60,202.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$339,297.69	\$10,631.00		\$303,417.33	\$653,346.02
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	\$114,212.40	\$495,385.98		\$56,919.00	\$666,517.38
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$110,388.53			\$4,000.00	\$114,388.53

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	\$108,642.15				\$108,642.15
3	4	Low Income	Physical education, activity, and fitness	\$111,541.10				\$111,541.10
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$230,923.75				\$230,923.75
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	\$297,789.14			\$94,810.57	\$392,599.71
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$203,098.99			\$3,000.00	\$206,098.99
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
<b>Total:</b>	\$1,468,881.35	\$1,913,432.25
<b>LEA-wide Total:</b>	\$1,468,881.35	\$1,913,432.25
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$37,000.00	\$60,202.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$339,297.69	\$653,346.02
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	\$110,388.53	\$114,388.53
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	\$108,642.15	\$108,642.15
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$111,541.10	\$111,541.10

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	\$230,923.75	\$230,923.75
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	\$297,789.14	\$392,599.71
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,098.99	\$206,098.99
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	
				<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
				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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-3
<b>CDS Code:</b>	19-10199-0115030
<b>LEA Contact Information:</b>	Name: Zekeriya Ocel Position: Principal Email: zocel@magnoliapublicschools.org Phone: (310) 637-3806
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$4,547,029
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$778,564
<b>All Other State Funds</b>	\$829,312
<b>All Local Funds</b>	\$20,000
<b>All federal funds</b>	\$1,249,755
<b>Total Projected Revenue</b>	\$6,646,096

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,614,417
<b>Total Budgeted Expenditures in the LCAP</b>	\$6,614,417
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$2,251,827
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$520,880
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$469,428

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$1,473,263
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-51,452

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the differences were due to savings by using online instructional materials and internal resources for PD. The planned actions and services were fully provided to high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

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## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

CDS Code: 19-10199-0115030

School Year: 2021-22

LEA contact information:

Zekeriya Ocel

Principal

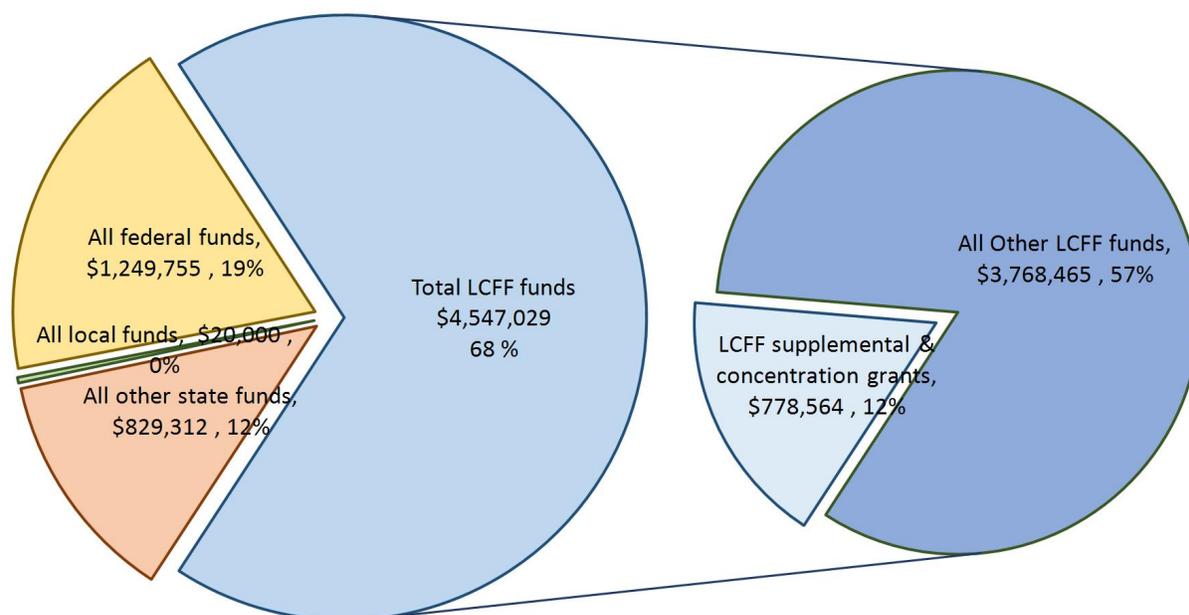
zocel@magnoliapublicschools.org

(310) 637-3806

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



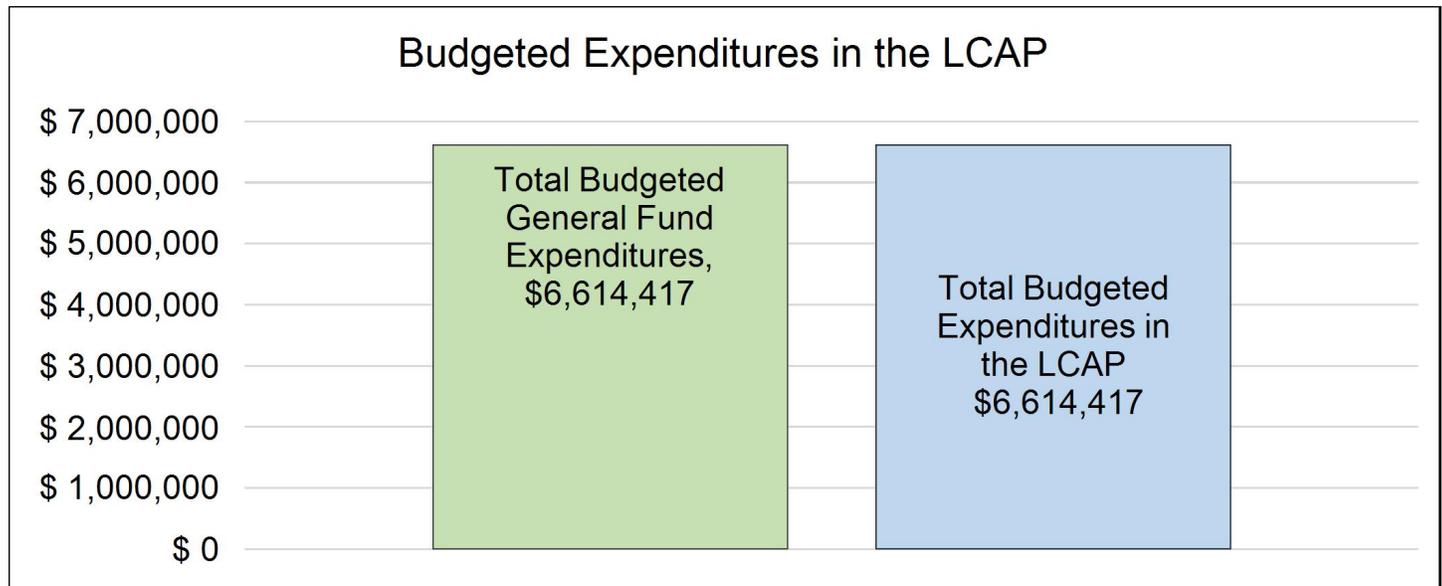
This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-3 is \$6,646,096, of which \$4,547,029 is Local Control Funding Formula (LCFF), \$829,312 is other state funds, \$20,000 is local funds, and \$1,249,755 is

federal funds. Of the \$4,547,029 in LCFF Funds, \$778,564 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-3 plans to spend \$6,614,417 for the 2021-22 school year. Of that amount, \$6,614,417 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

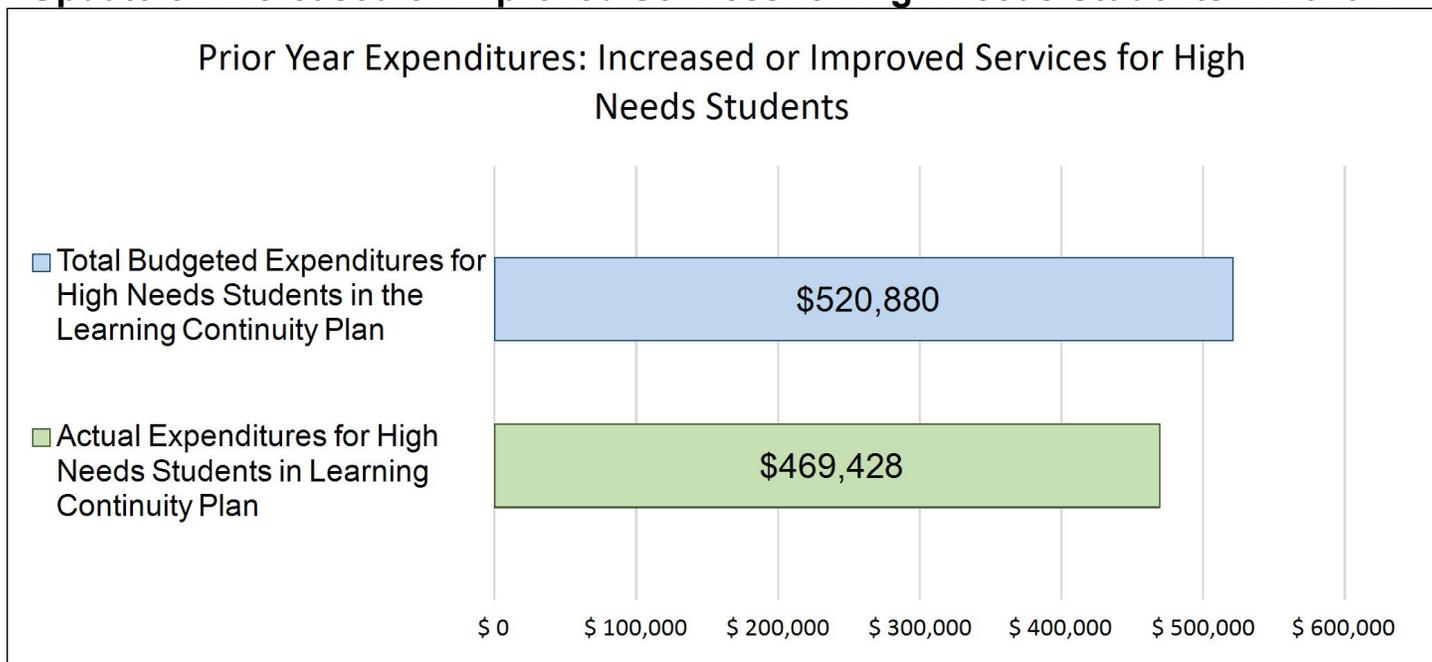
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-3 is projecting it will receive \$778,564 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend \$2,251,827 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-3 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-3's Learning Continuity Plan budgeted \$520,880 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent \$469,428 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by using online instructional materials and internal resources for PD. The planned actions and services were fully provided to high needs students.

# 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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            100%</p>

Expected	Actual
<p>90%</p> <p><b>Baseline</b> 90%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 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%</p>	<p>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%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 3 points up from the prior year</p>	<p>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</p>

Expected	Actual
<p>English Learners: 3 points up from the prior year  Socioeconomically Disadvantaged: 3 points up from the prior year  Students with Disabilities: 3 points up from the prior year  African American: 3 points up from the prior year  Hispanic: 3 points up from the prior year</p> <p><b>Baseline</b>  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</p>	<p>Hispanic: 34.1 points below standard</p>
<p><b>Metric/Indicator</b>  Percentage of students meeting their growth targets on the MAP Reading assessment (Grades 3-10)</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b>  2016-17 (Baseline):  All Students: 46%  English Learners: 33%</p>	<p>2018-19:  All Students: 50.6%  English Learners: *  Socioeconomically Disadvantaged: 50.8%  Students with Disabilities: 46.7%  African American: 48.3%  Hispanic: 52.7%</p>

Expected	Actual
Socioeconomically Disadvantaged: 46% Students with Disabilities: 36% African American: 41% Hispanic: 45%	
<p><b>Metric/Indicator</b>            Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p> <p><b>19-20</b>            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</p> <p><b>Baseline</b>            2016-17 (Baseline):            All Students: 22%            English Learners: 0%            Socioeconomically Disadvantaged: 21%            Students with Disabilities: 27%            African American: 17%            Hispanic: 26%</p>	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%
<p><b>Metric/Indicator</b>            Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p><b>19-20</b>            2019-20 (Expected):            All Students: 3 points up from the prior year</p>	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

Expected	Actual
<p>English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year</p> <p><b>Baseline</b> 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</p>	<p>African American: 99.8 points below standard Hispanic: 81.0 points below standard</p>
<p><b>Metric/Indicator</b> Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 38% English Learners: 47%</p>	<p>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%</p>

Expected	Actual
Socioeconomically Disadvantaged: 38% Students with Disabilities: 29% African American: 32% Hispanic: 44%	
<b>Metric/Indicator</b> Percentage of EL students making annual progress in learning English as measured by the ELPAC <b>19-20</b> 2 percentage points up from the prior year <b>Baseline</b> 71%	2018-19: 60.9%
<b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually <b>19-20</b> 1 percentage point up from the prior year <b>Baseline</b> 22%	2019-20: 11.1%
<b>Metric/Indicator</b> 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 <b>19-20</b> 1 percentage point up from the prior year <b>Baseline</b> 68%	2019-2020: 76%
<b>Metric/Indicator</b> 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
<p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 19%</p>	
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 40%</p>	<p>2019: 32%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 100%</p>	<p>2019-2020: 89%</p>
<p><b>Metric/Indicator</b> Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b></p>	<p>2019-2020: 14%</p>

Expected	Actual
<p>2 percentage points up from the prior year</p> <p><b>Baseline</b> 8%</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 3,000</p> <p>Teaching PD 5000-5999: Services And Other Operating Expenditures Title II 4,000</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base</p> <p>Teaching PD 5000-5999: Services And Other Operating Expenditures Title II 1000</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Books 4000-4999: Books And Supplies LCFF Base 30,000</p> <p>Instructional materials 4000-4999: Books And Supplies Other 21,000</p>	<p>Books 4000-4999: Books And Supplies LCFF Base 55,000</p> <p>Instructional materials 4000-4999: Books And Supplies Other 60000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Janitorial services 5000-5999:  Services And Other Operating  Expenditures LCFF Base 5,000</p>	<p>Janitorial services 5000-5999:  Services And Other Operating  Expenditures LCFF Base 200</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      Schoolwide</p> <p><b>Locations</b>                      Specific Schools: MSA 3</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      All</p> <p><b>Location(s)</b>                      All Schools</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 30,875</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,855</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 12,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  Specific Schools: MSA 3</p>	<p>EL Coordinator 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 65,318</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16,330</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 2,000</p>	<p>EL Coordinator 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 0</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 1,150</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>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.</p> <p>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.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Intervention Instructional teacher 1000-1999: Certificated Personnel Salaries Title I 74,000</p> <p>Intervention Instructional aide 2000-2999: Classified Personnel Salaries Title I 30,329</p> <p>intervention aide 2000-2999: Classified Personnel Salaries LCFF Base 12,664</p> <p>Benefits 3000-3999: Employee Benefits Title I 29,248</p>	<p>Intervention Instructional teacher 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Intervention Instructional aide 2000-2999: Classified Personnel Salaries Title I 57,324</p> <p>intervention aide 2000-2999: Classified Personnel Salaries Title I 0</p> <p>Benefits for intervention aide 3000-3999: Employee Benefits Title I 17,197</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>coaches, tutors &amp; academic enrichment &amp; athletics program coordinator 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 50,000</p>	<p>coaches, tutors &amp; academic enrichment &amp; athletics program coordinator 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 27,000</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>instructional materials 4000-4999: Books And Supplies After School Education and Safety (ASES) 10,000</p> <p>student materials/ office supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,000</p> <p>field trips 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 25,000</p> <p>facilities 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 20,000</p>	<p>instructional materials 4000-4999: Books And Supplies After School Education and Safety (ASES) 3,800</p> <p>student materials/ office supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>field trips 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0</p> <p>facilities 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 0</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>one dean of academics 1000-1999: Certificated Personnel Salaries LCFF Base 82,608</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 20,652</p> <p>Illuminate SIS &amp; DNA 5000-5999: Services And Other Operating Expenditures LCFF Base 7,919</p> <p>MAP-NWEA testing fees 5000-5999: Services And Other Operating Expenditures Title I 5,375</p>	<p>one dean of academics 1000-1999: Certificated Personnel Salaries LCFF Base 82,608</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 20,652</p> <p>Illuminate SIS &amp; DNA 5000-5999: Services And Other Operating Expenditures LCFF Base 5,677</p> <p>MAP-NWEA testing fees 5000-5999: Services And Other Operating Expenditures Title I 5,537</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      All</p> <p><b>Location(s)</b>                      All Schools</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 12,000</p> <p>AP course materials 3000-3999: Employee Benefits LCFF Base</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base 12,000</p> <p>AP course materials 4000-4999: Books And Supplies LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  Specific Schools: MSA 3</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,750</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 7,000</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 3,737</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 12,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		

## 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
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:            3%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> 5%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 80%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,704,808</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 426,202</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,654,750.43</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 426,202</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations 20,000</p>	<p>Online Courses 5000-5999: Services And Other Operating Expenditures LCFF Base 4,500</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 8,484</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Principal 1000-1999: Certificated Personnel Salaries LCFF Base 105,720</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 26,430</p>	<p>1 Principal 1000-1999: Certificated Personnel Salaries LCFF Base 105,720</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 36,430</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      All</p> <p><b>Location(s)</b>                      All Schools</p>	<p>Duplicated expense, included in Goal 2 Action 1 LCFF Base 0</p>	<p>Duplicated expense, included in Goal 2 Action 1 LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>1 IT staff salary 2000-2999:  Classified Personnel Salaries  LCFF Base 77,498</p> <p>Benefits 3000-3999: Employee  Benefits LCFF Base 23,250</p> <p>Computer/Technology teacher  salary and benefits [Duplicated  Expense: See Goal 2: Action 1]  1000-3000: Salary and Benefits  LCFF Base 71,152</p> <p>chromebooks 6000-6999: Capital  Outlay Title IV 11,617</p> <p>Computers 4000-4999: Books  And Supplies LCFF Base 7,400</p> <p>Technology expenses 5000-5999:  Services And Other Operating  Expenditures LCFF Base 24,300</p>	<p>1 IT staff salary 2000-2999:  Classified Personnel Salaries  LCFF Base 77,498</p> <p>Benefits 3000-3999: Employee  Benefits LCFF Base 28,250</p> <p>Computer/Technology teacher  salary and benefits [Duplicated  Expense: See Goal 2: Action 1]  1000-1999: Certificated Personnel  Salaries LCFF Base 91,440</p> <p>chromebooks 6000-6999: Capital  Outlay Title IV 5,363</p> <p>Computers 4000-4999: Books  And Supplies LCFF Base 2,939</p> <p>Technology expenses 5000-5999:  Services And Other Operating  Expenditures LCFF Base 24,300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Science &amp; college pathways materials 4000-4999: Books And Supplies LCFF Base 5,000</p> <p>field trips 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000</p>	<p>Science &amp; college pathways materials [Duplicate item, Goal 1, Action 2] 4000-4999: Books And Supplies LCFF Base 0</p> <p>field trips(Duplicate expense, Goal 2, Action 1) 5000-5999: Services And Other Operating Expenditures LCFF Base 8,484</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		

## 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
<p><b>Metric/Indicator</b> Number of SSC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 1</p>
<p><b>Metric/Indicator</b> Number of ELAC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 1</p>
<p><b>Metric/Indicator</b> Number of PTF meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>

Expected	Actual
<p><b>Metric/Indicator</b> Number of activities/events for parent involvement per year</p> <p><b>19-20</b> 25</p> <p><b>Baseline</b> 5</p>	<p>2019-20: 5</p>
<p><b>Metric/Indicator</b> Frequency of SIS record updates</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to parents per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Percentage of students who have been homevisited by the teachers per year</p> <p><b>19-20</b> 20%</p> <p><b>Baseline</b> 20%</p>	<p>2019-20: 16.1%</p>
<p><b>Metric/Indicator</b> ADA rate</p> <p><b>19-20</b> 97%</p> <p><b>Baseline</b></p>	<p>2019-20: 95.3%</p>

Expected	Actual
97%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 10%  <b>Baseline</b> 10%	2019-20: 9.9%
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> High school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> Four-year cohort graduation rate  <b>19-20</b> 100%  <b>Baseline</b> 98%	2019-20: 95.8%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 0%	2019-20: 1.3%

Expected	Actual
<p><b>Baseline</b> 0%</p>	
<p><b>Metric/Indicator</b> Student expulsion rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>2019-20: 0.19%</p>
<p><b>Metric/Indicator</b> School experience survey participation rates</p> <p><b>19-20</b> Students: 85% Families: 85% Staff: 85%</p> <p><b>Baseline</b> Students: 76% Families: 48.3% Staff: 90.2%</p>	<p>2019-20: Students: 93.7% Families: 61.9% Staff: 97.8%</p>
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 60% Families: 90% Staff: 70%</p> <p><b>Baseline</b> Students: 57% Families: 87% Staff: 64%</p>	<p>2019-20: Students: 54% Families: 84% Staff: 65%</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Parent meeting expenses 4000-4999: Books And Supplies Title I 3,000</p>	<p>Parent meeting expenses 4000-4999: Books And Supplies Title I 0</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 2,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Illuminate SIS &amp; DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 6,500</p>	<p>Illuminate SIS &amp; DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Home visit compensation  [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I 23,166</p>	<p>Home visit compensation  [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits Title I 8,800</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>MFT Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 57,324</p>	<p>MFT Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 57,324</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,197</p> <p>Edge Coaching 5000-5999: Services And Other Operating Expenditures Title I</p>	<p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17,197</p> <p>Edge Coaching 5000-5999: Services And Other Operating Expenditures Title I</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Office Clerk salaries 2000-2999: Classified Personnel Salaries LCFF Base 96,812</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 29,044</p> <p>Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,500</p>	<p>Office Clerk salaries 2000-2999: Classified Personnel Salaries LCFF Base 125,402</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 29,044</p> <p>Parent Reach notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 2,520</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>College counselor salary and benefits 1000-3000: Salary and Benefits LCFF Base 75,600</p> <p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000</p>	<p>College counselor salary and benefits 1000-3000: Salary and Benefits LCFF Base 75,600</p> <p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Base 85,000</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 22,000</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Base 82,608</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 20,652</p>
<p>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.</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 1,582</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 1,644</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		

## 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 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](mailto: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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
		11,617.00	5,363.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	591,923.00	389,882.00
<b>Goal 2</b>	2,518,377.00	2,474,360.43
<b>Goal 3</b>	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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$235,400.00	\$221,873.00
<b>Distance Learning Program</b>	\$162,476.00	\$120,946.00
<b>Pupil Learning Loss</b>	\$155,304.00	\$159,408.79
<b>Additional Actions and Plan Requirements</b>	\$11,700.00	\$11,200.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$564,880.00</b>	<b>\$513,427.79</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$44,000.00	\$44,000.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$44,000.00</b>	<b>\$44,000.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$191,400.00	\$177,873.00
<b>Distance Learning Program</b>	\$162,476.00	\$120,946.00
<b>Pupil Learning Loss</b>	\$155,304.00	\$159,408.79
<b>Additional Actions and Plan Requirements</b>	\$11,700.00	\$11,200.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$520,880.00</b>	<b>\$469,427.79</b>

# 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.

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 foundational 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 provides 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 (i.e., 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

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	<b>BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT:</b> 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 reviews 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 schedules 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	\$27,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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,</p>	\$416,376.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: n/a</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by LAUSD custodial staff under Prop-39. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$438,484.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,000.00	No Yes
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$958,005.00	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: 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: <ul style="list-style-type: none"> <li>All Students: 35.67%</li> <li>English Learners: 5.88%</li> <li>Socioeconomically Disadvantaged: 39.75%</li> <li>Students with Disabilities: ?%</li> <li>African American: 31.65%</li> <li>Hispanic: 39.74%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 39.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 42.00%</li> <li>Students with Disabilities: 12.00%</li> <li>African American: 37.0%</li> <li>Hispanic: 42.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 40.6 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 34.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<ul style="list-style-type: none"> <li>English Learners: 87.6 points below standard</li> <li>Socioeconomically Disadvantaged: 37.4 points below standard</li> <li>Students with Disabilities: 139.3 points below standard</li> <li>Homeless: 31.9 points below standard</li> <li>African American: 47.6 points below standard</li> <li>Hispanic: 34.1 points below standard</li> </ul>				<ul style="list-style-type: none"> <li>English Learners: 76.0 points below standard</li> <li>Socioeconomically Disadvantaged: 30.0 points below standard</li> <li>Students with Disabilities: 100.0 points below standard</li> <li>Homeless: 24.0 points below standard</li> <li>African American: 40.0 points below standard</li> <li>Hispanic: 27.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	2020-21: <ul style="list-style-type: none"> <li>All Students: 50.2%</li> <li>English Learners: 60.0%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 49.1%</li> <li>Students with Disabilities: 59.4%</li> <li>African American: 50.0%</li> <li>Hispanic: 50.9%</li> </ul>				<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>African American: 60.0%</li> <li>Hispanic: 60.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 17.37%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 18.89%</li> <li>Students with Disabilities: 0.00%</li> <li>African American: 12.03%</li> <li>Hispanic: 21.16%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 25.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 25.00%</li> <li>Students with Disabilities: 15.00%</li> <li>African American: 18.00%</li> <li>Hispanic: 25.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-	2018-19: (2019 Dashboard)				2022-23: (2023 Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	<ul style="list-style-type: none"> <li>All Students: 89.6 points below standard</li> <li>English Learners: 129.5 points below standard</li> <li>Socioeconomically Disadvantaged: 87.1 points below standard</li> <li>Students with Disabilities: 184.4 points below standard</li> <li>Homeless: 86.0 points below standard</li> <li>African American: 99.8 points below standard</li> <li>Hispanic: 81.0 points below standard</li> </ul>				<ul style="list-style-type: none"> <li>All Students: 81.0 points below standard</li> <li>English Learners: 110.0 points below standard</li> <li>Socioeconomically Disadvantaged: 79.0 points below standard</li> <li>Students with Disabilities: 125.0 points below standard</li> <li>Homeless: 79.0 points below standard</li> <li>African American: 90.0 points below standard</li> <li>Hispanic: 73.0 points below standard</li> </ul>
Percentage of students meeting their	2020-21:				2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>All Students: 49.5%</li> <li>English Learners: 50.0%</li> <li>Socioeconomically Disadvantaged: 48.0%</li> <li>Students with Disabilities: 33.3%</li> <li>African American: 43.8%</li> <li>Hispanic: 53.3%</li> </ul>				<ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 60.0%</li> <li>African American: 60.0%</li> <li>Hispanic: 60.0%</li> </ul>
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%

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-Science assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 10.05%</li> <li>Socioeconomically Disadvantaged: 12.69%</li> <li>Students with Disabilities: 0.00%</li> <li>African American: 10.53%</li> <li>Hispanic: 8.25%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 16.00%</li> <li>Socioeconomically Disadvantaged: 16.00%</li> <li>Students with Disabilities: 10.00%</li> <li>African American: 16.0%</li> <li>Hispanic: 16.0%</li> </ul>

## 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.	\$1,765,989.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Professional development for high-quality instruction	<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$16,753</li> </ul>	\$63,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>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.)</p> <p>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, and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Title 1 Coordinator Salary and Benefits Resource: Title I, Part A; Amount: \$67,594</li> <li>• Educational Software Resource: Title I, Part B; Amount: \$39,060.</li> </ul>	\$665,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Designated and integrated ELD programs	<p>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.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend,</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$195,314.00	Yes
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to</p>	\$708,904.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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%

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	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Naviance Program Fee Resource: Title I, Part A; Amount: \$4,000</li> </ul> <p>AP Exam College Board Resource: Title IV Part A; Amount: \$11,935</p>	\$128,892.00	Yes
2	STEAM and GATE programs	<p>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-</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>related courses and activities, such as AP Computer Science Principles, 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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>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.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$91,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$96,055.00	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering,</p>	\$337,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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

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

Action #	Title	Description	Total Funds	Contributing
1	Seeking family input for decision making	<p>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 provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off. Charter School will provide parents with access to course materials, 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</p>	\$183,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Stipends for home visits: Resource: Title I, Part A; Amount: \$5,000</li> <li>• Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: \$6,770</li> </ul> <p>Parent Square, Resouce: Title1 Part B: Amount: \$2,100</p>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will</p>	\$509,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000</li> </ul>		
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,	\$1,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$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
20.66%	\$778,564

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$4,369,279.00	\$1,028,816.00		\$1,216,332.00	\$6,614,427.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,464,341.00	\$2,150,086.00

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	\$350,376.00	\$48,000.00		\$18,000.00	\$416,376.00
1	3	All	Clean and safe facilities that support learning	\$354,000.00			\$84,484.00	\$438,484.00
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	\$958,005.00				\$958,005.00
2	1	All	Broad course of study and standards-based curriculum	\$1,535,796.00	\$62,183.00		\$168,010.00	\$1,765,989.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$16,267.00	\$30,500.00		\$16,753.00	\$63,520.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$313,434.00	\$167,269.00		\$185,096.00	\$665,799.00
2	4	English Learners	Designated and integrated ELD programs	\$105,687.00			\$89,627.00	\$195,314.00
2	5	Students with Disabilities	Support for students with disabilities		\$598,100.00		\$110,804.00	\$708,904.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$112,957.00			\$15,935.00	\$128,892.00

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	\$91,185.00				\$91,185.00
3	4	Low Income	Physical education, activity, and fitness	\$96,055.00				\$96,055.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$120,051.00	\$122,764.00		\$94,206.00	\$337,021.00
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	\$109,503.00			\$74,125.00	\$183,628.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$149,863.00			\$359,292.00	\$509,155.00
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
<b>Total:</b>	\$1,143,602.00	\$2,299,169.00
<b>LEA-wide Total:</b>	\$1,143,602.00	\$2,299,169.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$16,267.00	\$63,520.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$313,434.00	\$665,799.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$105,687.00	\$195,314.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,957.00	\$128,892.00
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	\$91,185.00	\$91,185.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$96,055.00	\$96,055.00

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	\$120,051.00	\$337,021.00
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	\$109,503.00	\$183,628.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,863.00	\$509,155.00
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	
				<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
				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](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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-4
<b>CDS Code:</b>	19-64733-0117622
<b>LEA Contact Information:</b>	Name: Musa Avsar Position: Principal Email: mavsar@magnoliapublicschools.org Phone: (310) 473-2464
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$1,429,447
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$319,154
<b>All Other State Funds</b>	\$192,182
<b>All Local Funds</b>	\$7,500
<b>All federal funds</b>	\$623,740
<b>Total Projected Revenue</b>	\$2,252,869

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$2,248,257
<b>Total Budgeted Expenditures in the LCAP</b>	\$2,248,257
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$785,169
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$147,909
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$127,250

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$466,015
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-20,659

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the differences were due to savings by using internal resources for PD and staff reassignments. The planned actions and services were fully provided to high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

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## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

CDS Code: 19-64733-0117622

School Year: 2021-22

LEA contact information:

Musa Avsar

Principal

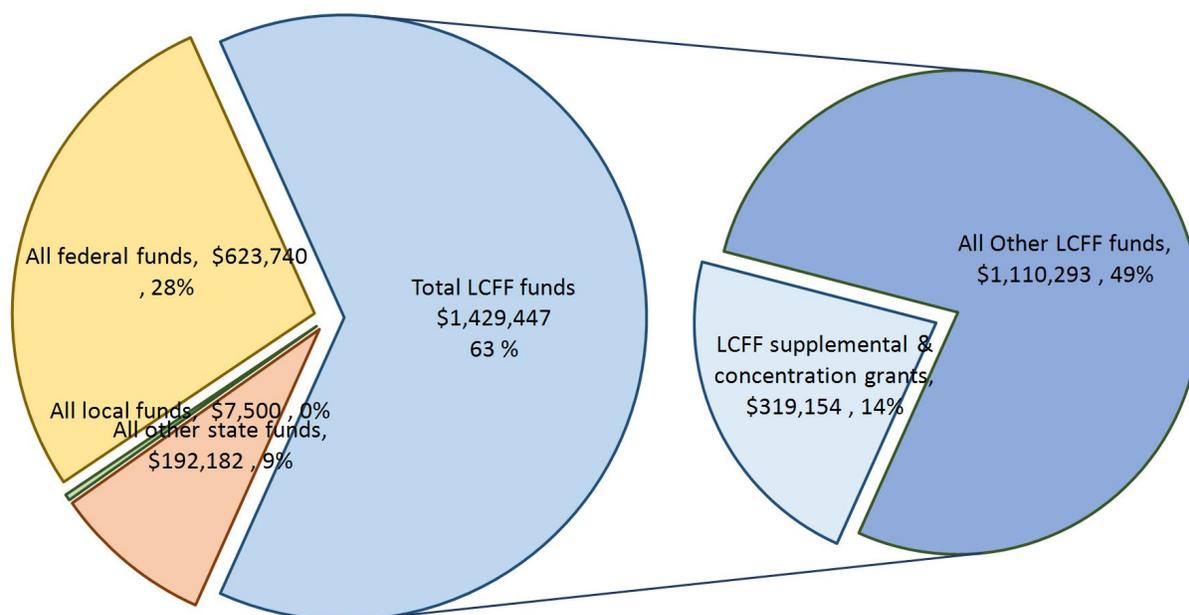
mavsar@magnoliapublicschools.org

(310) 473-2464

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



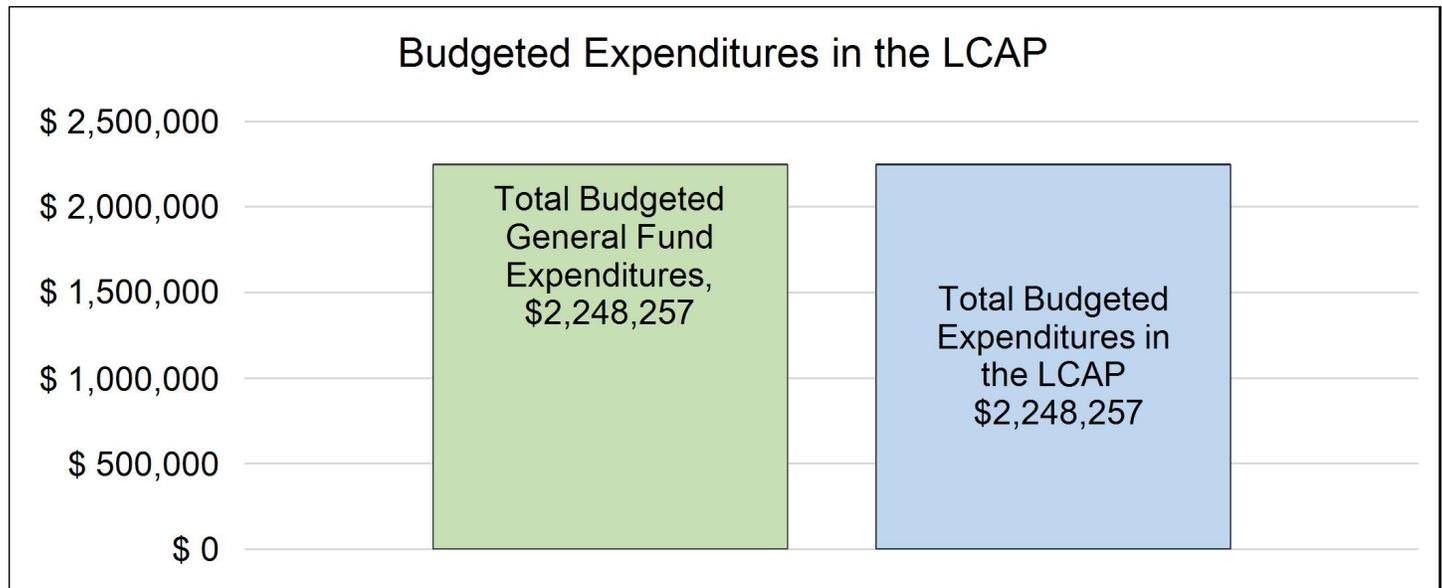
This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-4 is \$2,252,869, of which \$1,429,447 is Local Control Funding Formula (LCFF), \$192,182 is other state funds, \$7,500 is local funds, and \$623,740 is

federal funds. Of the \$1,429,447 in LCFF Funds, \$319,154 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-4 plans to spend \$2,248,257 for the 2021-22 school year. Of that amount, \$2,248,257 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

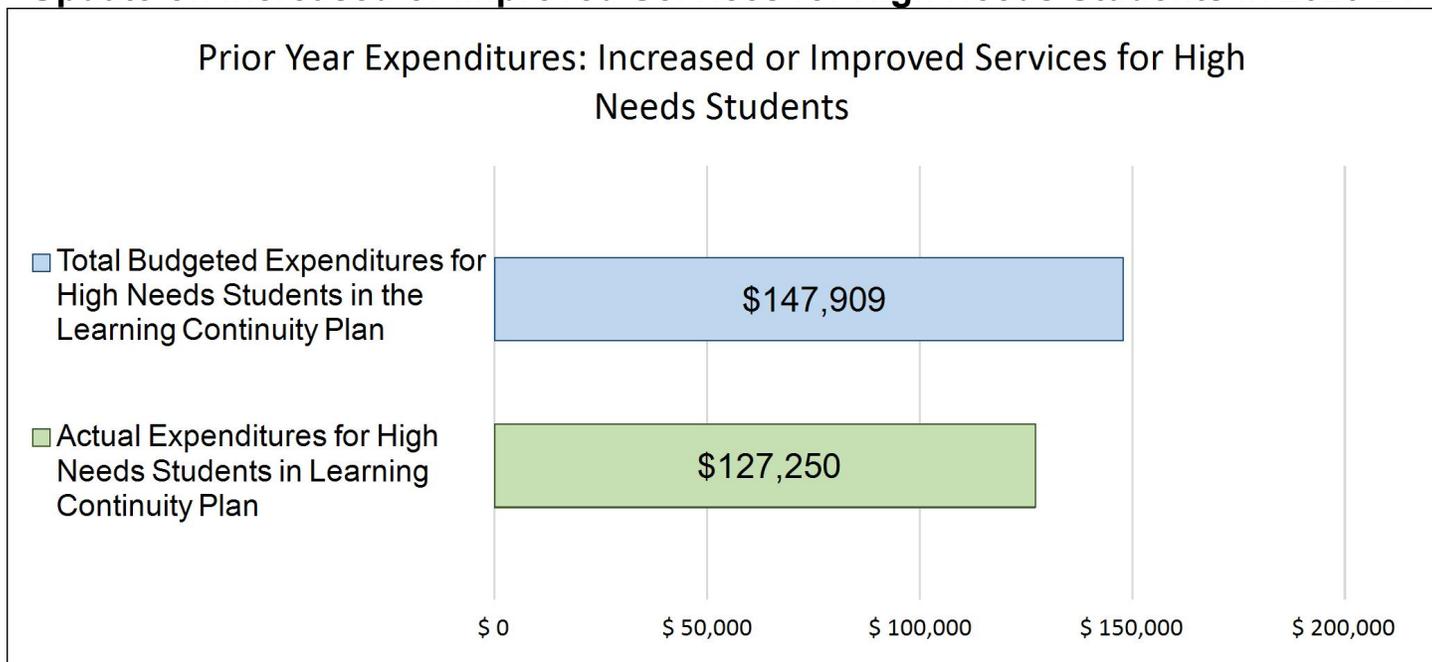
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-4 is projecting it will receive \$319,154 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-4 plans to spend \$785,169 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-4 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-4's Learning Continuity Plan budgeted \$147,909 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent \$127,250 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences were due to savings by using internal resources for PD and staff reassignments. The planned actions and services were fully provided to high needs students.

# 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-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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            100%</p>

Expected	Actual
<p>90%</p> <p><b>Baseline</b> 90%</p>	
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 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</p>	<p>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</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p><b>19-20</b> 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</p>	<p>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</p>

Expected	Actual
<p>Hispanic: 3 points up from the prior year</p> <p><b>Baseline</b>            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</p>	
<p><b>Metric/Indicator</b>            Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b>            2 percentage points up from the prior year</p> <p><b>Baseline</b>            84%</p>	<p>2018-19:            28.6%</p>
<p><b>Metric/Indicator</b>            Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p><b>19-20</b>            20%</p> <p><b>Baseline</b>            47%</p>	<p>2018-19:            0%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p><b>19-20</b>            80.0%</p> <p><b>Baseline</b>            75.0%</p>	<p>2019-20:            78%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p><b>19-20</b> ELA 54% Math 18%</p> <p><b>Baseline</b> ELA 48% Math 12%</p>	<p>2018-19: ELA 33.33% Math 9.52%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p><b>19-20</b> 18%</p> <p><b>Baseline</b> 12%</p>	<p>2018-19: 18%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 89.5%</p>
<p><b>Metric/Indicator</b> Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p><b>19-20</b> 100%</p>	<p>2019-20: 100%</p>

Expected	Actual
<b>Baseline</b> 100%	
<b>Metric/Indicator</b> 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  <b>19-20</b> 2 percentage points up from the prior year  <b>Baseline</b> 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.  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> 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
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	Included in pro-rata share LCFF Base 0	Included in pro-rata share LCFF Base 0
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 15,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p> <p>Dean's salary and \$1,500 benefits 1000-3000: Salary and Benefits LCFF Base 75,000</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 5,872</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p> <p>Assistant Principal's salary and benefits 1000-3000: Salary and Benefits LCFF Base 109,800</p>
<p>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</p>	Dean's salary [Duplicated Expense: Goal 1: Action 4] 3000-3999: Employee Benefits	Dean's salary [Duplicated Expense: Goal 1: Action 4]

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>	<p>LCFF Supplemental and Concentration</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4] 3000-3999: Employee Benefits</p> <p>LCFF Supplemental and Concentration</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 150</p>	<p>Benefits [Duplicated Expense: See Goal 1: Action 4]</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I 150</p>
<p>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.</p> <p>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.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I 35,000</p> <p>Benefits 3000-3999: Employee Benefits Title I 3,000</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I 24,402.99</p> <p>Benefits 3000-3999: Employee Benefits Title I 2,181.68</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>Teacher stipends 1000-1999: Certificated Personnel Salaries Title I 52,000</p>	<p>Teacher stipends (Saturday School) 1000-1999: Certificated Personnel Salaries Title I 12000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Principal's Salary 1000-1999:  Certificated Personnel Salaries  LCFF Base 93,672</p> <p>Benefits 3000-3999: Employee  Benefits LCFF Base 30,000</p> <p>Illuminate SIS &amp; DnA 5000-5999:  Services And Other Operating  Expenditures LCFF Base 6,500</p> <p>MAP testing fees 5000-5999:  Services And Other Operating  Expenditures Title I 2,000</p>	<p>Principal's Salary 1000-1999:  Certificated Personnel Salaries  LCFF Base 93,672</p> <p>Benefits 3000-3999: Employee  Benefits LCFF Base 23,418</p> <p>Illuminate SIS &amp; DnA 5000-5999:  Services And Other Operating  Expenditures LCFF Base 1,664</p> <p>MAP testing fees 5000-5999:  Services And Other Operating  Expenditures Title I 1,125</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>College Counselor salary 1000-1999: Certificated Personnel Salaries LCFF Base 83,500</p> <p>Benefits 3000-3999: Employee  Benefits LCFF Base 5,000</p>	<p>College Counselor Salary  [Duplicated  Expense: See Goal 1: Action 4]</p> <p>College Counselor salary  [Duplicated  Expense: See Goal 1: Action 4]</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>AP course materials 3000-3999: Employee Benefits LCFF Base</p>	<p>AP Teacher additional salaries [Duplicated Expense: See Goal 2: Action 1]</p>
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 3,000</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 3,000</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures LCFF Base 2805</p> <p>College preparation materials 4000-4999: Books And Supplies LCFF Base 1,755</p>

## 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
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:            20.5%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> 4%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 81%</p>	<p>2019-20: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,063,500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 50,000</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries LCFF Base 634,773</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 296,486</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 14,000</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations 5,000</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures LCFF Base 4820</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Title IV 1,500</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9] 1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base</p>	<p>1 Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9]</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Accelerated/Advanced Math teacher salary and benefits 1000- 3000: Salary and Benefits LCFF Base 65,000</p>	<p>Accelerated/Advanced Math teacher salary and benefits 1000- 3000: Salary and Benefits LCFF Base 79,100</p>
<p>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.</p>	<p>1 Computer/Technology teacher salary and benefits [Duplicated Expense: See Goal 2: Action 1] 1000-3000: Salary and Benefits LCFF Base 74,000</p>	<p>Computer/Technology teacher salary and benefits 1000-3000: Salary and Benefits LCFF Base 0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 67,000</p>	<p>Technology expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 18,000</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base 1,000</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base 1,000</p>

## 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
<b>Metric/Indicator</b> Number of SSC meetings per year <b>19-20</b> 7 <b>Baseline</b> 4	2019-20: 2
<b>Metric/Indicator</b> Number of PTF meetings per year <b>19-20</b> 8 <b>Baseline</b> 4	2019-20: 7
<b>Metric/Indicator</b> Number of activities/events for parent involvement per year <b>19-20</b> 18 <b>Baseline</b> 5	2019-20: 13

Expected	Actual
<p><b>Metric/Indicator</b> Frequency of SIS record updates</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to parents per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Percentage of students who have been homevisited by the teachers per year</p> <p><b>19-20</b> 15%</p> <p><b>Baseline</b> 23%</p>	<p>2019-20: 38%</p>
<p><b>Metric/Indicator</b> ADA rate</p> <p><b>19-20</b> 94%</p> <p><b>Baseline</b> 94%</p>	<p>2019-20: 93.54%</p>
<p><b>Metric/Indicator</b> Chronic absenteeism rate</p> <p><b>19-20</b> 17%</p> <p><b>Baseline</b></p>	<p>2019-20: 21.71%</p>

Expected	Actual
9%	
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> High school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 5.3%
<b>Metric/Indicator</b> Four-year cohort graduation rate  <b>19-20</b> 100%  <b>Baseline</b> 100%	2019-20: 94.7%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 5%  <b>Baseline</b> 0%	2019-20: 2.3%
<b>Metric/Indicator</b> Student expulsion rate  <b>19-20</b> 0%	2019-20: 0%

Expected	Actual
<p><b>Baseline</b> 0%</p> <p><b>Metric/Indicator</b> School experience survey participation rates</p> <p><b>19-20</b> Students: 81% Families: 20% Staff: 100%</p> <p><b>Baseline</b> Students: 100% Families: 50% Staff: 100%</p>	<p>2019-20: Students: 96.9% Families: 66.7% Staff: 100%</p>
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 70% Families: 100% Staff: 90%</p> <p><b>Baseline</b> Students: 85% Families: 85% Staff: 85%</p>	<p>2019-20: Students: 64% Families: 90% Staff: 75%</p>

## 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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 4,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies LCFF Base 300</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Illuminate SIS &amp; DnA [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>	<p>Illuminate SIS &amp; DnA [Duplicated Expense: See Goal 1: Action 9]</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Home visit compensation 1000- 1999: Certificated Personnel Salaries Title I 1,500</p>	<p>Home visit compensation 1000- 1999: Certificated Personnel Salaries Title I 4400</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>	<p>Principal and Dean's salary [Duplicated Expense: See Goal 1: Action 4 and 9]                      1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4 and 9]                      3000-3999: Employee Benefits LCFF Supplemental and Concentration</p> <p>Mitchell Family Counseling 5000-5999: Services And Other Operating Expenditures Title IV 7,000</p>	<p>Principal and Dean's salary [Duplicated Expense: See Goal 1: Action 4 and 9]</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4 and 9]</p> <p>Mitchell Family Counseling 5000-5999: Services And Other Operating Expenditures Title IV 2,100</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>Office Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 48,000</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 1,500</p>	<p>Office Manager salary 2000-2999: Classified Personnel Salaries LCFF Base 54,000</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 16,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Parent Square notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p>	<p>Parent Square notification program 5000-5999: Services And Other Operating Expenditures LCFF Base 1,500</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>College counselor salary and benefits [Duplicated Expense: See Goal 1: Action 10] 1000-3000: Salary and Benefits LCFF Base</p> <p>Online courses [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other Operating Expenditures LCFF Base</p>	<p>College counselor salary and benefits [Duplicated Expense: See Goal 1: Action 10]</p> <p>Online courses</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Dean of Students [Duplicated Expense: See Goal 1: Action 4] 1000-1999: Certificated Personnel Salaries LCFF Base</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base</p>	<p>Dean of Students [Duplicated Expense: See Goal 1: Action 4]</p> <p>Benefits [Duplicated Expense: See Goal 1: Action 4]</p>
<p>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.</p>	<p>Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4 and 9]</p>	<p>Principal and Dean's salaries [Duplicated Expense: See Goal 1: Action 4]</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base  Benefits 3000-3999: Employee Benefits LCFF Base</p>	<p>and 9]</p>
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 2,000</p>	<p>Panorama Education surveys 5000-5999: Services And Other Operating Expenditures LCFF Base 2,000</p>

## 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 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: <ul style="list-style-type: none"> <li>• Face Covering</li> <li>• Plexiglass barriers</li> <li>• Thermometers</li> <li>• Cleaning Equipment and supplies</li> <li>• Hydration Stations</li> <li>• Handwashing Stations</li> <li>• Disinfecting Materials</li> <li>• Visual Cues and Materials to Maximize Social Distancing</li> </ul>	\$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](mailto: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		
	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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	441,322.00	299,045.67
<b>Goal 2</b>	1,339,500.00	1,035,679.00
<b>Goal 3</b>	66,500.00	80,966.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$86,745.00	\$45,000.00
<b>Distance Learning Program</b>	\$93,528.00	\$75,250.00
<b>Pupil Learning Loss</b>	\$54,381.00	\$52,000.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$234,654.00	\$172,250.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$86,745.00	\$45,000.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$86,745.00	\$45,000.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>		
<b>Distance Learning Program</b>	\$93,528.00	\$75,250.00
<b>Pupil Learning Loss</b>	\$54,381.00	\$52,000.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$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.

PTF/SSC/PAC Feedback:

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

SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations, Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all stakeholders.

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	<p>Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p>	\$10,300.00	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds:N/A		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to the standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Chromebooks: Resource: Title IV, Part A; Amount: \$4,000.00</li> </ul>	\$81,503.00	No

Action #	Title	Description	Total Funds	Contributing
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, 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/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$131,984.00	No
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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</p>	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$121,427.96	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
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: <ul style="list-style-type: none"> <li>All Students: 27.12%</li> <li>Socioeconomically Disadvantaged: 27.08%</li> <li>Students with Disabilities: 18.75%</li> <li>African American: 36.36%</li> <li>Hispanic: 23.41%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 38.00%</li> <li>Socioeconomically Disadvantaged: 33.00%</li> <li>Students with Disabilities: 22.00%</li> <li>African American: 40.00%</li> <li>Hispanic: 30.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 57.2 points below standard</li> <li>English Learners: 114.4 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 50.0 points below standard</li> <li>English Learners: 95.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 57.3 points below standard</li> <li>• Students with Disabilities: 98.6 points below standard</li> <li>• African American: 38.7 points below standard</li> <li>• Hispanic: 63.0 points below standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 50.0 points below standard</li> <li>• Students with Disabilities: 80.0 points below standard</li> <li>• African American: 32.0 points below standard</li> <li>• Hispanic: 55.0 points below standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• All Students: 74.3%</li> <li>• Socioeconomically Disadvantaged: 75.0%</li> <li>• Students with Disabilities: 68.2%</li> <li>• Hispanic: 79.3%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>• All Students: 75.0%</li> <li>• Socioeconomically Disadvantaged: 75.0%</li> <li>• Students with Disabilities: 75.0%</li> <li>• Hispanic: 75.0%</li> </ul>

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: <ul style="list-style-type: none"> <li>All Students: 8.47%</li> <li>Socioeconomically Disadvantaged: 10.41%</li> <li>Students with Disabilities: 12.50%</li> <li>African American: 9.09%</li> <li>Hispanic: 8.51%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 15.00%</li> <li>Socioeconomically Disadvantaged: 17.00%</li> <li>Students with Disabilities: 17.00%</li> <li>African American: 15.00%</li> <li>Hispanic: 15.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 133.7 points below standard</li> <li>English Learners: 170.1 points below standard</li> <li>Socioeconomically Disadvantaged: 128.2points below standard</li> <li>Students with Disabilities:</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 110.0 points below standard</li> <li>English Learners: 145.0 points below standard</li> <li>Socioeconomically Disadvantaged: 110.0 points below standard</li> <li>Students with Disabilities: 150.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	184.8 points below standard <ul style="list-style-type: none"> <li>African American: 139.7 points below standard</li> <li>Hispanic: 133.6 points below standard</li> </ul>				below standard <ul style="list-style-type: none"> <li>African American: 110.0 points below standard</li> <li>Hispanic: 110.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> <li>All Students: 73.5%</li> <li>English Learners: 70.0%</li> <li>Socioeconomically Disadvantaged: 74.2%</li> <li>Students with Disabilities: 76.2%</li> <li>Hispanic: 71.4%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>All Students: 75.0%</li> <li>English Learners: 75.0%</li> <li>Socioeconomically Disadvantaged: 75.0%</li> <li>Students with Disabilities: 75.0%</li> <li>Hispanic: 75.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 5.00%</li> <li>Socioeconomically Disadvantaged: 3.50%</li> <li>Students with Disabilities: 0.00%</li> <li>African American: 5.88%</li> <li>Hispanic: 3.39%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 15.00%</li> <li>Socioeconomically Disadvantaged: 15.00%</li> <li>Students with Disabilities: 10.00%</li> <li>African American: 15.00%</li> <li>Hispanic: 15.00%</li> </ul>

## 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	\$713,303.34	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Professional development for high-quality instruction	<p>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</p>	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>needs.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$5,131</li> </ul>		
3	MTSS - Academic enrichment, intervention, and student support	<p>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.)</p> <p>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</p>	\$204,908.70	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Teacher stipends for after-school: Resource: Title I, Part A; Amount: \$5,600</li> <li>• Teacher stipends for Saturday school: Resource: Title I, Part A; Amount: \$14,000</li> <li>• NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$1,300</li> <li>• Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$14,270</li> </ul>		
4	Designated and integrated ELD programs	<p>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</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p>	\$252,930.11	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: \$XX,XXX</li> <li>• Teacher stipends for AP classes: Resource: Title IV, Part A; Amount: \$XX,XXX</li> <li>• Naviance program fees: Resource: Title IV, Part A; Amount: \$XX,XXX</li> <li>• AP exam fees: Resource: Title IV, Part A; Amount: \$XX,XXX</li> <li>• AP course materials: Resource: Title IV, Part A; Amount: \$XX,XXX</li> <li>• Other college-related materials and activities: Resource: Title IV, Part A; Amount: \$XX,XXX</li> </ul>	\$192,398.90	Yes

Action #	Title	Description	Total Funds	Contributing
2	STEAM and GATE programs	<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Supplemental science program fees: Resource: Title IV, Part A; Amount: \$6,000</li> </ul>	\$6,000.00	Yes
3	Digital literacy and citizenship programs	<p>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</p>	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p>	\$82,723.70	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• PE/Health teacher salary and benefits: Resource: Title IV, Part A; Amount: \$XX,XXX</li> <li>• Athletic director salary and benefits: Resource: Title IV, Part A; Amount: \$XX,XXX</li> <li>• Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$XX,XXX</li> </ul>		
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$112,484.05	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 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	<p>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 provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Stipends to serve on SSC, ELAC, and board meetings: Resource: Title I, Part A; Amount: \$XX,XXX</li> <li>• Parent input/decision making meeting expenses: Resource: Title I, Part A; Amount: \$XX,XXX</li> <li>• DTS program fees: Resource: Title I, Part A; Amount: \$XX,XXX</li> </ul>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will</p>	\$114,728.60	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• ParentSquare software fees: Resource: Title I, Part A; Amount: \$600</li> </ul>		
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	\$104,750.97	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>	\$500.00	Yes
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,500.00	Yes

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.**

## 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
28.75%	\$319,154

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$1,242,436.78	\$361,544.93		\$575,961.62	\$2,179,943.33

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,665,268.37	\$514,674.96

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	\$72,093.00	\$5,410.00		\$4,000.00	\$81,503.00
1	3	All	Clean and safe facilities that support learning	\$131,984.00				\$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	\$121,427.96				\$121,427.96
2	1	All	Broad course of study and standards-based curriculum	\$454,132.90	\$25,671.12		\$233,499.32	\$713,303.34
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$22,869.00			\$5,131.00	\$28,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$145,697.70	\$24,041.00		\$35,170.00	\$204,908.70
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities		\$239,544.11		\$13,386.00	\$252,930.11
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$46,888.10	\$51,187.80		\$94,323.00	\$192,398.90

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	\$6,000.00			\$76,723.70	\$82,723.70
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$96,793.15	\$15,690.90			\$112,484.05
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	\$8,000.00			\$106,728.60	\$114,728.60
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$103,750.97			\$1,000.00	\$104,750.97
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

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$452,498.92	\$868,494.92
<b>LEA-wide Total:</b>	\$452,498.92	\$868,494.92
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$22,869.00	\$28,000.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,697.70	\$204,908.70
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	\$46,888.10	\$192,398.90
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	\$6,000.00	\$82,723.70

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	\$96,793.15	\$112,484.05
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	\$8,000.00	\$114,728.60
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,750.97	\$104,750.97
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



# 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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-5
<b>CDS Code:</b>	19-10199-0137679
<b>LEA Contact Information:</b>	Name: Brad Plonka Position: Principal Email: bplonka@magnoliapublicschools.org Phone: (818) 705-5676
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,179,410
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$782,171
<b>All Other State Funds</b>	\$625,896
<b>All Local Funds</b>	\$20,000
<b>All federal funds</b>	\$556,872
<b>Total Projected Revenue</b>	\$4,382,178

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$4,181,438
<b>Total Budgeted Expenditures in the LCAP</b>	\$4,181,438
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,415,605
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$222,955
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$205,706

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$633,434
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-17,249

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

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## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-5

CDS Code: 19-10199-0137679

School Year: 2021-22

LEA contact information:

Brad Plonka

Principal

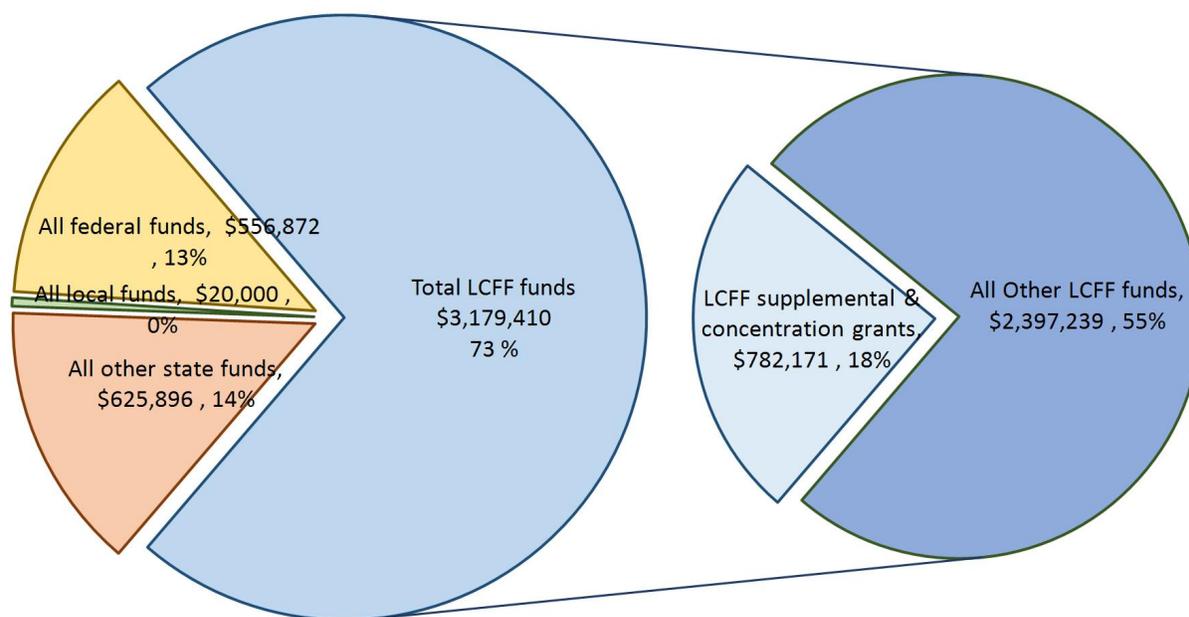
bplonka@magnoliapublicschools.org

(818) 705-5676

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



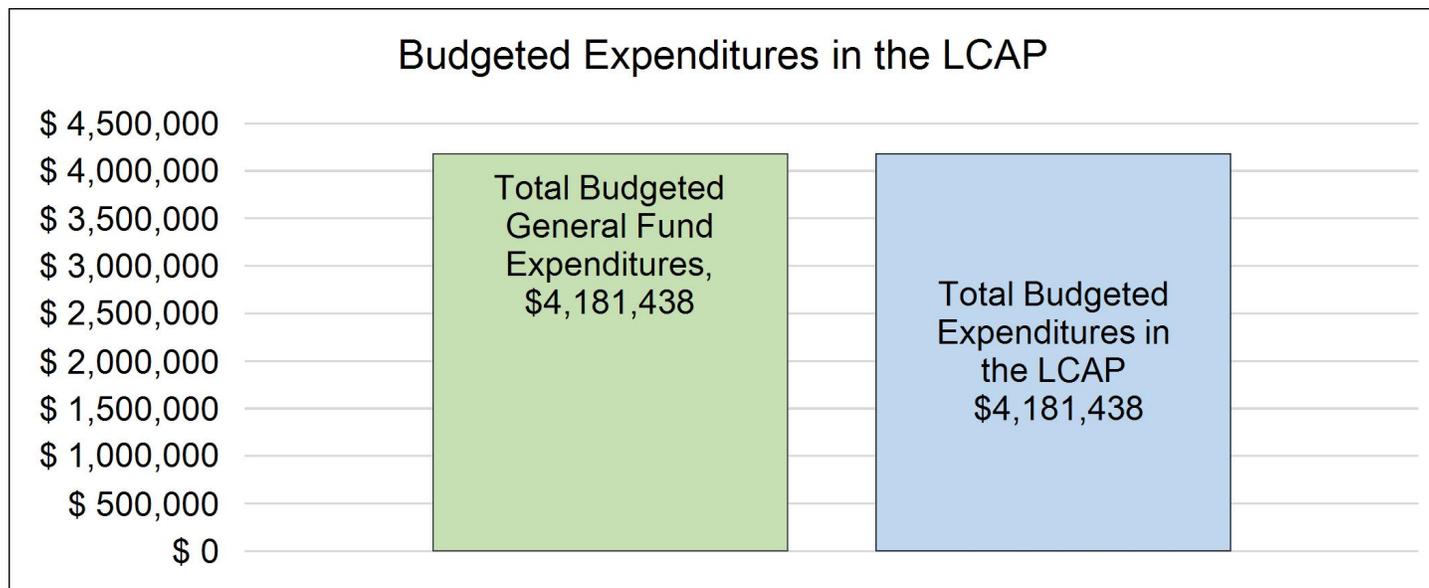
This chart shows the total general purpose revenue Magnolia Science Academy-5 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-5 is \$4,382,178, of which \$3,179,410 is Local Control Funding Formula (LCFF), \$625,896 is other state funds, \$20,000 is local funds, and \$556,872 is

federal funds. Of the \$3,179,410 in LCFF Funds, \$782,171 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-5 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-5 plans to spend \$4,181,438 for the 2021-22 school year. Of that amount, \$4,181,438 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

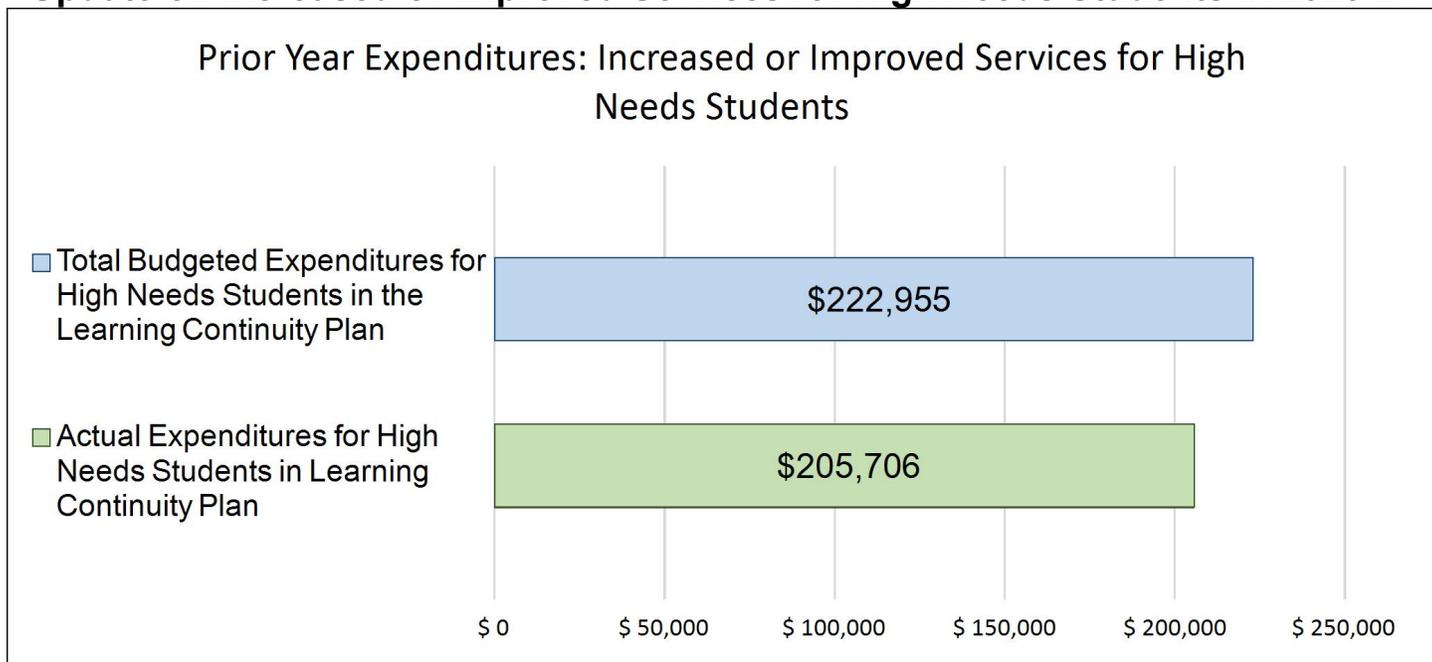
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-5 is projecting it will receive \$782,171 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-5 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-5 plans to spend \$1,415,605 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-5 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-5's Learning Continuity Plan budgeted \$222,955 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-5 actually spent \$205,706 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

# 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 8187055676

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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8):</p> <p><b>19-20</b></p>	<p>2018-19:            All Students: 46.96%            English Learners: 6.12%            Socioeconomically Disadvantaged: 47.83%            Students with Disabilities: 17.39%</p>

Expected	Actual
<p>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</p> <p><b>Baseline</b>  2016-17 (Baseline):  All Students: 33%  English Learners: 6%  Socioeconomically Disadvantaged: 34%  Students with Disabilities: 8%  Hispanic: 29%  White: 39%</p>	<p>Homeless: 41.67%  Hispanic: 47.44%</p>
<p><b>Metric/Indicator</b>  Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b>  2016-17 (Baseline):</p>	<p>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</p>

Expected	Actual
<p>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</p>	
<p><b>Metric/Indicator</b>  Percentage of students meeting their growth targets on the MAP Reading assessment (Grades 3-10)</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b>  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</p>	<p>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%</p>
<p><b>Metric/Indicator</b>  Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8):</p>	<p>2018-19:  All Students: 38.67%  English Learners: 10.20%</p>

Expected	Actual
<p><b>19-20</b> 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</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 16% English Learners: 3% Socioeconomically Disadvantaged: 15% Students with Disabilities: 0% Hispanic: 11% White: 15%</p>	<p>Socioeconomically Disadvantaged: 38.51% Students with Disabilities: 30.44% Homeless: 41.67% Hispanic: 37.82%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPPMathematics assessments (Grades 3-8)</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b></p>	<p>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</p>

Expected	Actual
<p>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</p>	
<p><b>Metric/Indicator</b>  Percentage of students meeting their growth targets on the MAPMathematics assessment (Grades 3-10)</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b>  2016-17 (Baseline):  All Students: 64%  English Learners: 27%  Socioeconomically Disadvantaged: 67%  Students with Disabilities: 29%  Hispanic: 62%</p>	<p>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%</p>
<p><b>Metric/Indicator</b>  Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b>  2 percentage points up from the prior year</p>	<p>2018-19:  56.3%</p>

Expected	Actual
<b>Baseline</b> 30%	
<b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually  <b>19-20</b> 1 percentage point up from the prior year  <b>Baseline</b> 20%	2019-20: 13.6%
<b>Metric/Indicator</b> 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  <b>19-20</b> 1 percentage point up from the prior year  <b>Baseline</b> 70%	2019-20: 70%
<b>Metric/Indicator</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments  <b>19-20</b> 50%  <b>Baseline</b> NA%	2019-20: ELA: 63.63% Math: 54.54%
<b>Metric/Indicator</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher  <b>19-20</b> 25%  <b>Baseline</b>	2018-19: 20.0%

Expected	Actual
NA%	
<p><b>Metric/Indicator</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p><b>19-20</b> 60%</p> <p><b>Baseline</b> NA%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p><b>19-20</b> 60%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 90%</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 10%</p>	<p>2019-20: 0%</p>

## 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
<p>will also annually review master schedule/teacher assignments to ensure compliance.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>(5000)(Base) 5000-5999: Services And Other Operating Expenditures Title II 3,000</p>	<p>And Other Operating Expenditures Title II 0</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$25,000 Books (4000)(Base); \$9,000 Instructional materials (4000)(Lottery) 4000-4999: Books And Supplies LCFF Base 34,000</p>	<p>\$56,000 Books (4000)(Base); \$14,000 Instructional Materials (4000)(Lottery) 4000-4999: Books And Supplies LCFF Base \$70,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$600 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 600</p>	<p>\$600 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 600</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$1,198 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,198</p> <p>\$5,000 Professional Development (5000)(Title II) 5000-5999: Services And Other Operating Expenditures Title II \$5,000</p>	<p>\$1,198 TeachBoost fees (5000) (Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,198</p> <p>\$2,000 Professional Development (5000) Title II) 5000-5999: Services And Other Operating Expenditures Title II \$2,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <p><b>Location(s)</b>                      All Schools</p>	<p>\$5,000 EL Coordinator Stipend (1000); 1000-3000: Salary and Benefits Supplemental and Concentration 5,000</p> <p>\$1,000 EL supplemental materials (4000)(Title I) 4000-4999: Books And Supplies Title I \$1,000</p>	<p>\$5,000 EL Coordinator Stipend (1000); 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>		
<p>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.</p> <p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$1,000 Professional Development on ELD strategies (5000)(Title II) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000</p>	<p>\$875 Professional Development on ELD strategies (5000)(Title II) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 875</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$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</p>	<p>\$16,000 Intervention Teachers (1000)(Title I); \$4,000 Benefits (3000)(Title I) 1000-3000: Salary and Benefits Title I 20,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$20,000 Saturday School (1000)(Title I) 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 20,000</p>	<p>\$10,400 Saturday School (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I 10,400</p>
<p>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.</p>	<p>\$87,864 Dean of Academics salary (1000)(Base); \$21,966 Benefits(3000)(Base) \$4,513 Illuminate SIS &amp; DnA</p>	<p>\$90,360 Dean of Academics Salary (1000)(Base); \$21,966 Benefits (3000)(Base); \$3,047 Illuminate SIS &amp; DnA</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>(5000)(Base); \$3,000 MAP testing fees (5000)(Base) 1000-3000: Salary and Benefits Base 117,343</p>	<p>(5000)(Base); \$3,462 MAP Testing Fees (5000)(Base) 1000-3000: Salary and Benefits Base 118,835</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$4,000 AP Teacher additional salaries (1000)(Base); \$3,000 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 7,000</p>	<p>\$4,000 AP Teacher additional salaries (1000)(Base); \$2,500 AP course materials (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 6,500</p>
<p>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.</p>	<p>\$2,984 Naviance program (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 2,984</p>	<p>\$2,742 Naviance (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 2,742</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$1,000 College preparation materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$1,000</p>	<p>\$490 College Preparation Materials (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$490</p>

## 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
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20: 5%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 10%</p> <p><b>Baseline</b> 5%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>\$888,490 Teacher salaries (1000)(Base); \$311,713 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 1,200,203</p>	<p>\$968,975 Teacher Salaries (1000)(Base); \$424,527 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base 1,404,752</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b></p>	<p>\$2,273 Online courses (5000)(Base); \$5,000 Field trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,273</p>	<p>\$2,250 Online Courses (5000)(Base); \$9,000 Field Trip expenses (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$11,250</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$200,000 1 Principal and 1 Deans salaries (1000)(Base); \$50,000 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base 250,000</p>	<p>\$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</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p>	<p>\$73,150 1 Accelerated/Advanced Math teacher salary and \$18,288 benefits (1000)(3000)(Base)</p>	<p>\$80,146 1 Accelerated/Advanced Math teacher salary and \$20,000 benefits (1000)(3000)(Base)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>1000-3000: Salary and Benefits LCFF Base 91,438</p>	<p>1000-3000: Salary and Benefits LCFF Base 100,146</p>
<p>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</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$44,000 1 IT staff salary (2000)(Base); \$13,200 Benefits (3000); 1000-3000: Salary and Benefits LCFF Base 57,200</p> <p>\$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</p>	<p>\$42,816 1 IT staff salary (2000)(Base); \$12,800 Benefits (3000); 3000-3999: Employee Benefits LCFF Base 55,616</p> <p>\$6,850 Technology Devices (6000)(Title IV)(Base); \$15,000 Technology expenses 6000-6999: Capital Outlay Title IV \$21,850</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$2,000 Science materials  (4000)(Base) 4000-4999: Books  And Supplies LCFF Base 2,000</p>	<p>\$0 Science Materials  (4000)(Base) 4000-4999: Books  And Supplies LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		

## 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
<p><b>Metric/Indicator</b> Number of SSC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of ELAC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of PTF meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>

Expected	Actual
<b>Metric/Indicator</b> Number of activities/events for parent involvement per year <b>19-20</b> 5 <b>Baseline</b> 5	2019-20: 8
<b>Metric/Indicator</b> Frequency of SIS record updates <b>19-20</b> Daily/Weekly <b>Baseline</b> Daily/Weekly	2019-20: Daily/Weekly
<b>Metric/Indicator</b> Number of progress reports sent to parents per year <b>19-20</b> 4 <b>Baseline</b> 4	2019-20: 4
<b>Metric/Indicator</b> Percentage of students who have been home-visited by the teachers per year <b>19-20</b> 35% <b>Baseline</b> 20%	2019-20: 40%
<b>Metric/Indicator</b> ADA rate <b>19-20</b> 96% <b>Baseline</b>	2019-20: 95.65%

Expected	Actual
95%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 10%  <b>Baseline</b> 10%	2019-20: 12.3%
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0.0%
<b>Metric/Indicator</b> High school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0.0%
<b>Metric/Indicator</b> Four-year cohort graduation rate  <b>19-20</b> N/A  <b>Baseline</b> N/A	2019-20: 100%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> >5%	2019-20: 0.4%

Expected	Actual
<p><b>Baseline</b> &gt;5%</p>	
<p><b>Metric/Indicator</b> Student expulsion rate</p> <p><b>19-20</b> &gt;1%</p> <p><b>Baseline</b> &gt;1%</p>	<p>2019-20: 0%</p>
<p><b>Metric/Indicator</b> School experience survey participation rates</p> <p><b>19-20</b> Students: 98% Families: 97% Staff: 100%</p> <p><b>Baseline</b> Students: 89% Families: 63% Staff: 100%</p>	<p>2019-20: Students: 100.0% Families: 87.3% Staff: 100.0%</p>
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 65% Families: 90% Staff: 90%</p> <p><b>Baseline</b> Students: 61% Families: 94% Staff: 93%</p>	<p>2019-20: Students: 67% Families: 96% Staff: 91%</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$500 Parent meeting expenses (4000)(Title I) 4000-4999: Books And Supplies Title I 500</p>	<p>\$1,662 Parent Meeting Expenses (4000)(Title I) 4000-4999: Books And Supplies Title I 1662</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$500 Parent activities/events expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1] 4000-4999: Books And Supplies LCFF Base 500</p>	<p>\$1,662 Parent Meeting Expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1] 4000-4999: Books And Supplies LCFF 1662</p>
<p>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.</p>	<p>\$4,513 Illuminate SIS &amp; DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 4,513</p>	<p>\$3,047 Illuminate SIS &amp; DnA (5000)(Base)[Duplicated Expense: See Goal 1: Action 9] 5000-5999: Services And Other Operating Expenditures LCFF Base 3,047</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I 10,000</p>	<p>\$15,750 Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I 15,750</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>\$63,000 School Psychologist salary (1000)(S&amp;C); \$18,900 Benefits (3000)(S&amp;C); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration 85,000</p>	<p>\$32,920 School Psychologist salary (1000)(S&amp;C); \$6,000 Benefits (3000)(S&amp;C) 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$38,920</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      All</p> <p><b>Location(s)</b>                      All Schools</p>	<p>\$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</p> <p>\$1,500 ParentReach notification program (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base 1,500</p>	<p>\$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</p> <p>\$1,235 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base 1,235</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p>	<p>\$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</p> <p>\$2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other</p>	<p>\$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</p> <p>\$2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Operating Expenditures Base 2,273</p>	<p>Operating Expenditures Base 2,273</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$5,000 Mitchell Family Counseling (5000)(Title IV) 5000-5999: Services And Other Operating Expenditures Title IV 5,000</p> <p>\$5,000 1 Discipline Coordinator Stipend (1000)(Base); 1000-1999: Certificated Personnel Salaries Base 5,000</p>	<p>\$3,100 Mitchell Family Counseling (5000)(Title IV) 5000-5999: Services And Other Operating Expenditures Title IV 3,100</p> <p>\$5,000 1 Discipline Coordinator Stipend (1000)(Base); 1000-1999: Certificated Personnel Salaries Base 5,000</p>
<p>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.</p>	<p>\$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 3,900</p>	<p>\$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 3,900</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$1,021 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 1,021</p>	<p>\$784 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 784</p>

## 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 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 support. 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](mailto: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		
	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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	377,705.00	350,966.00
<b>Goal 2</b>	1,639,392.00	1,838,542.00
<b>Goal 3</b>	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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$71,800.00	\$44,000.00
<b>Distance Learning Program</b>	\$224,455.00	\$217,206.00
<b>Pupil Learning Loss</b>	\$67,000.00	\$57,000.00
<b>Additional Actions and Plan Requirements</b>	\$27,000.00	\$27,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$390,255.00	\$345,206.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$71,800.00	\$44,000.00
<b>Distance Learning Program</b>	\$68,500.00	\$68,500.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>	\$27,000.00	\$27,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$167,300.00	\$139,500.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>		
<b>Distance Learning Program</b>	\$155,955.00	\$148,706.00
<b>Pupil Learning Loss</b>	\$67,000.00	\$57,000.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$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 foundational skills presented in ways that are relevant and inspiring to 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 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 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 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:** The PAC is still very vocal about finding a permanent site for the school site and increasing school site safety by adding a security guard. The PAC also provided feedback on adding more aides to the classrooms and a high school sports program.

**Students:** Students' feedback provided more after-school sports and more elective options in both middle and high school.

**Staff:** The staff's feedback is focused on finding a permanent site and continue to invest in technology and professional development to better support the students.

School Site Council (SSC): The SSC wants to continue to bring in more programs for students and parents to increase college preparedness.

ELAC: Continue to strengthen our designated ELD classes and train staff to support ELs in the classroom.

SELPA: The SELPA recommended that we include an action in our LCAP specific to students with disabilities to describe how academic and social-emotional supports would be provided.

#### 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
- Based on feedback from the El Dorado SELPA, we included a new action in our LCAP specific to students with disabilities. See Goal 2: Action 5. This action summarizes support and services for students with disabilities.

# Goals and Actions

## Goal

Goal #	Description
1	<b>BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT:</b> 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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</p>	\$235,540.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>depreciation.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Supplemental instructional materials and supplies: Resource: Title I, Part A; Amount: \$5,000</li> <li>• Chromebooks: Resource: Title IV, Part A; Amount: \$5,000</li> </ul>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$449,256.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$11,000.00	Yes
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank</p>	\$558,458.00	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%

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: <ul style="list-style-type: none"> <li>All Students: 46.96%</li> <li>English Learners: 6.12%</li> <li>Socioeconomically Disadvantaged: 47.83%</li> <li>Students with Disabilities: 17.39%</li> <li>Homeless: 41.67%</li> <li>Hispanic: 47.44%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 50.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 50.00%</li> <li>Students with Disabilities: 2.200%</li> <li>Homeless: 46.00%</li> <li>Hispanic: 50.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 11.5 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 5.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• English Learners: 43.3 points below standard</li> <li>• Socioeconomically Disadvantaged: 13.1 points below standard</li> <li>• Students with Disabilities: 72.7 points below standard</li> <li>• Homeless: 23.7 points below standard</li> <li>• Hispanic: 13.1 points below standard</li> </ul>				<ul style="list-style-type: none"> <li>• English Learners: 37.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 7.0 points below standard</li> <li>• Students with Disabilities: 66.0 points below standard</li> <li>• Homeless: 17.0 points below standard</li> <li>• Hispanic: 7.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> <li>• All Students: 60.4%</li> <li>• English Learners: 59.0%</li> <li>• Socioeconomically Disadvantaged: 59.4%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>• All Students: 65.0%</li> <li>• English Learners: 65.0%</li> <li>• Socioeconomically Disadvantaged: 65.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 56.3%</li> <li>Hispanic: 62.7%</li> <li>White: 45.5%</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 38.67%</li> <li>English Learners: 10.02%</li> <li>Socioeconomically Disadvantaged: 38.51%</li> <li>Students with Disabilities: 30.44%</li> <li>Homeless: 41.67%</li> <li>Hispanic: 37.82%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 41.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 41.00%</li> <li>Students with Disabilities: 33.00%</li> <li>Homeless: 43.00%</li> <li>Hispanic: 41.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 17.9 points below standard</li> <li>English Learners: 43.5 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 11.0 points below standard</li> <li>English Learners: 37.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 18.6 points below standard</li> <li>• Students with Disabilities: 58.0 points below standard</li> <li>• Homeless: 26.2 points below standard</li> <li>• Hispanic: 21.6 points below standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 12.0 points below standard</li> <li>• Students with Disabilities: 50.0 points below standard</li> <li>• Homeless: 20.0 points below standard</li> <li>• Hispanic: 15.0 points below standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• All Students: 59.3%</li> <li>• English Learners: 59.1%</li> <li>• Socioeconomically Disadvantaged: 59.0%</li> <li>• Students with Disabilities: 65.6%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>• All Students: 70.0%</li> <li>• English Learners: 70.0%</li> <li>• Socioeconomically Disadvantaged: 70.0%</li> <li>• Students with Disabilities: 70.0</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 59.2%</li> <li>White: 72.7%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 70.0%</li> <li>White: 75.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 11.54%</li> <li>English Learners: 0.00%</li> <li>Students with Disabilities: 11.63%</li> <li>Hispanic: 9.30%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 16.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 16.00%</li> <li>Hispanic: 16.00%</li> </ul>

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$897,955.00	No
2	Professional development for high-quality instruction	<p>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</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$5,000</li> </ul>		
3	MTSS - Academic enrichment, intervention, and student support	<p>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.)</p>	\$469,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Intervention Teacher salary and benefits: Resource: Title I, Part A; Amount: \$50,000</li> </ul>		
4	Designated and integrated ELD programs	<p>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</p>	\$99,405.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• EL Coordinator stipend: Resource: Title I, Part A; Amount: \$5,000</li> </ul>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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</p>	\$537,608.00	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	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$106,156.00	Yes
2	STEAM and GATE programs	<p>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</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>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.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• MyON Digital Library: Resource: Title I, Part A; Amount: \$13,000</li> </ul>	\$93,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$110,115.00	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering,</p>	\$64,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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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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)	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	<p>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 provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, 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</p>	\$193,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Stipends for home visits: Resource: Title I, Part A; Amount: \$15,000</li> <li>• Stipends to lead parent academy/workshops: Resource: Title I, Part A; Amount: \$5,000</li> <li>• Parent activity/event expenses: Resource: Title I, Part A; Amount: \$1,000</li> </ul>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to</p>	\$292,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for immigrant students: Resource: Title III, Part A - Immigrant; Amount: \$2,513</li> <li>• Additional materials/services for homeless students: Resource: Title I, Part A - Amount: \$1,000</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Panorama Education survey fees: Resource: Title I, Part A; Amount: \$784</li> </ul>	\$1,164.00	Yes
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p>	\$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.

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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
32.63%	\$782,171

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$2,985,233.00	\$632,606.00		\$562,701.00	\$4,180,540.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,729,859.00	\$1,450,681.00

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	\$171,540.00	\$30,000.00		\$34,000.00	\$235,540.00
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	\$558,458.00				\$558,458.00
2	1	All	Broad course of study and standards-based curriculum	\$800,197.00	\$38,863.00		\$58,895.00	\$897,955.00
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	\$239,628.00	\$96,265.00		\$133,752.00	\$469,645.00
2	4	English Learners	Designated and integrated ELD programs	\$99,405.00				\$99,405.00
2	5	Students with Disabilities	Support for students with disabilities		\$419,878.00		\$117,730.00	\$537,608.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities				\$106,156.00	\$106,156.00

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	\$92,507.00	\$600.00			\$93,107.00
3	4	Low Income	Physical education, activity, and fitness	\$106,615.00			\$3,500.00	\$110,115.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$16,000.00	\$32,000.00		\$16,500.00	\$64,500.00
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	\$115,082.00	\$15,000.00		\$63,755.00	\$193,837.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$285,131.00			\$7,413.00	\$292,544.00
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
<b>Total:</b>	\$994,032.00	\$1,484,973.00
<b>LEA-wide Total:</b>	\$994,032.00	\$1,484,973.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$239,628.00	\$469,645.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$99,405.00	\$99,405.00
3	1	College/Career readiness programs and activities	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$106,156.00
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	\$92,507.00	\$93,107.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$106,615.00	\$110,115.00

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	\$16,000.00	\$64,500.00
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	\$115,082.00	\$193,837.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,131.00	\$292,544.00
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	
				<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
				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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-6
<b>CDS Code:</b>	19-64733-0117648
<b>LEA Contact Information:</b>	Name: John Terzi Position: Principal Email: jterzi@magnoliapublicschools.org Phone: (310) 842-8555
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$852,263
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$208,968
<b>All Other State Funds</b>	\$200,022
<b>All Local Funds</b>	\$20,000
<b>All federal funds</b>	\$650,517
<b>Total Projected Revenue</b>	\$1,722,802

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$1,673,885
<b>Total Budgeted Expenditures in the LCAP</b>	\$1,673,885
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$546,579
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$224,600
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$209,917

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$337,611
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-14,683

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the differences are minor and mainly due to savings since the school was in distance learning most of the year. The planned actions and services were fully provided to high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

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## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-6

CDS Code: 19-64733-0117648

School Year: 2021-22

LEA contact information:

John Terzi

Principal

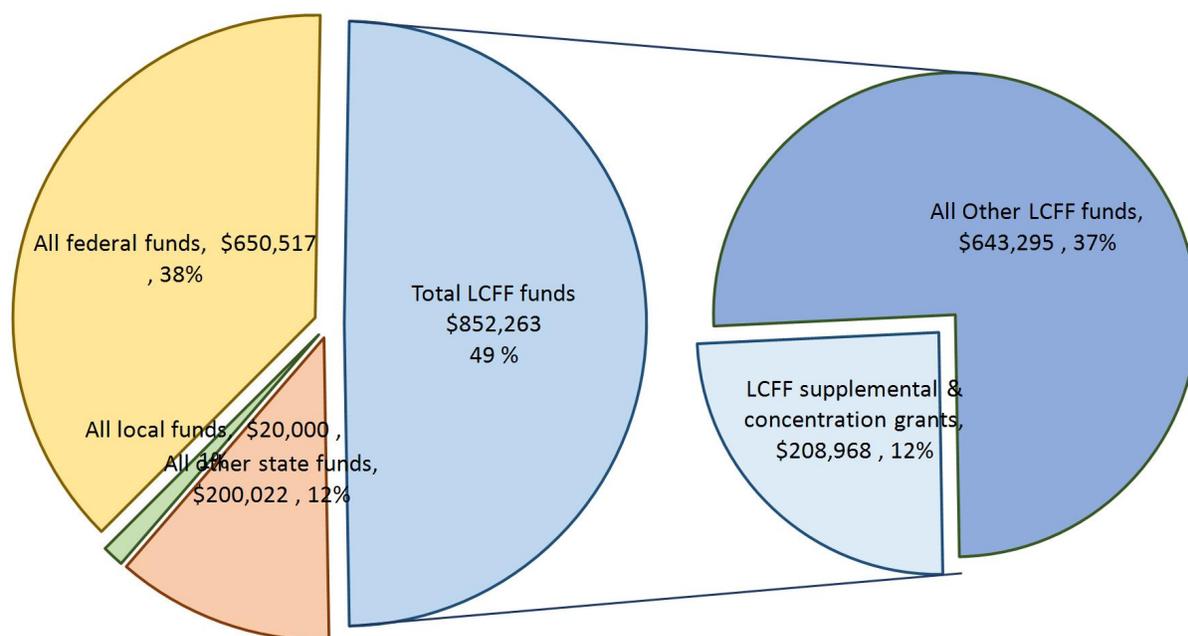
[jterzi@magnoliapublicschools.org](mailto:jterzi@magnoliapublicschools.org)

(310) 842-8555

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



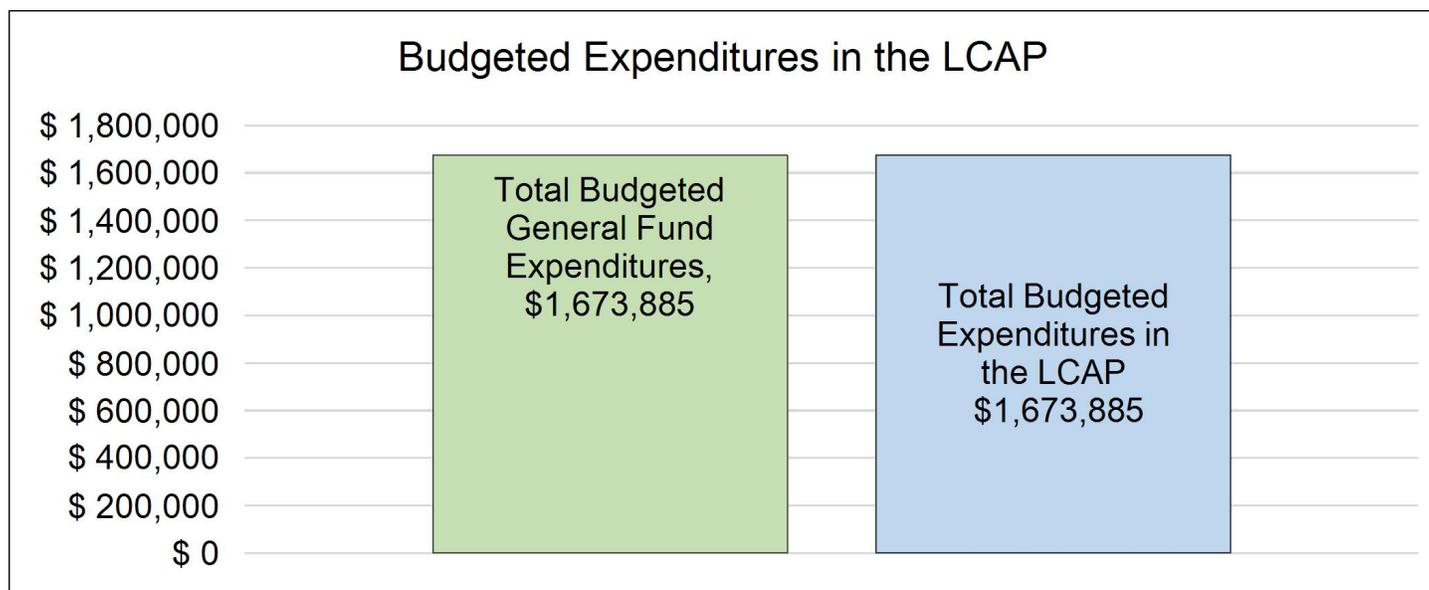
This chart shows the total general purpose revenue Magnolia Science Academy-6 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-6 is \$1,722,802, of which \$852,263 is Local Control Funding Formula (LCFF), \$200,022 is other state funds, \$20,000 is local funds, and \$650,517 is

federal funds. Of the \$852,263 in LCFF Funds, \$208,968 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-6 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-6 plans to spend \$1,673,885 for the 2021-22 school year. Of that amount, \$1,673,885 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

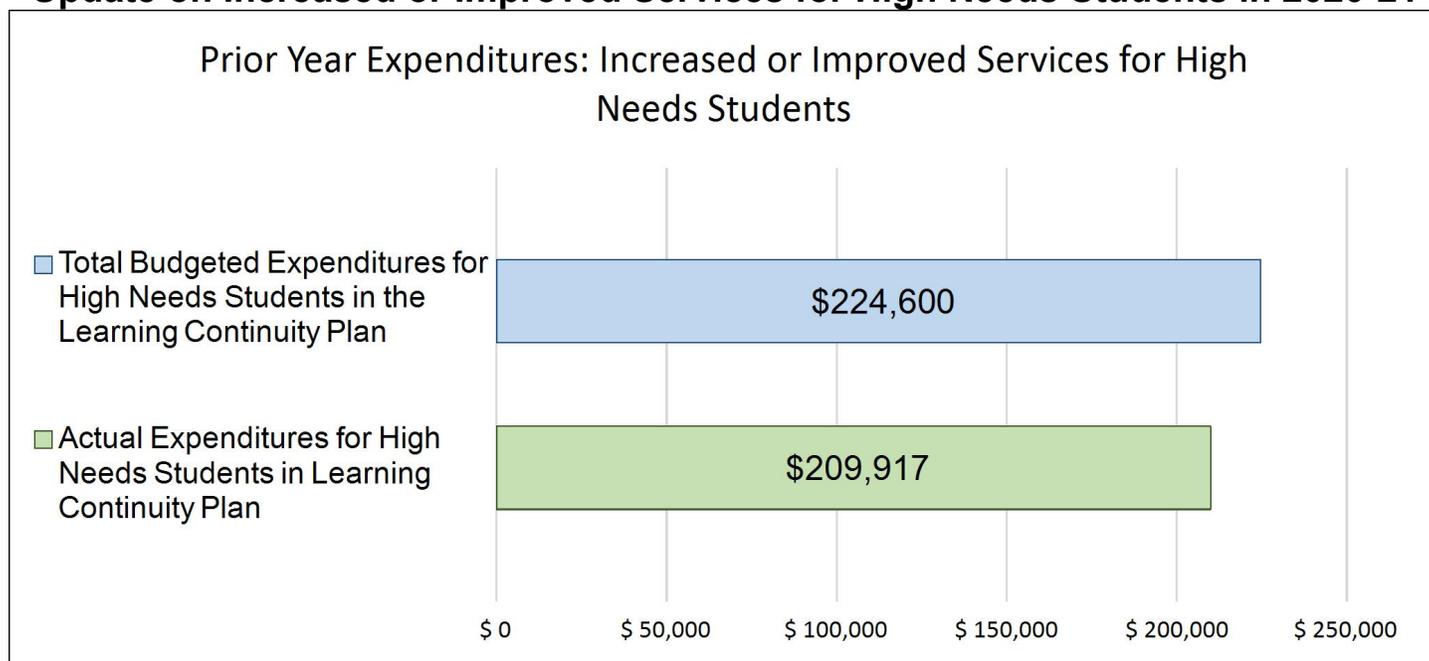
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-6 is projecting it will receive \$208,968 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-6 plans to spend \$546,579 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-6 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-6's Learning Continuity Plan budgeted \$224,600 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-6 actually spent \$209,917 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the differences are minor and mainly due to savings since the school was in distance learning most of the year. The planned actions and services were fully provided to high needs students.

# 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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            100%</p>

Expected	Actual
<p>90%</p> <p><b>Baseline</b> 90%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 3 percentage points up from the prior year</p> <p>English Learners: 1 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 1 percentage points up from the prior year</p> <p>Students with Disabilities: 1 percentage points up from the prior year</p> <p>Hispanic: 1 percentage points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 43%</p> <p>English Learners: 5%</p> <p>Socioeconomically Disadvantaged: 41%</p> <p>Students with Disabilities: 14%</p>	<p>2018-19: **</p> <p>All Students: 46.26%</p> <p>English Learners: 12.51%</p> <p>Socioeconomically Disadvantaged: 44.96%</p> <p>Students with Disabilities: 9.68%</p> <p>African American: 50.00%</p> <p>Hispanic: 44.21%</p>

Expected	Actual
Hispanic: 44%	
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 1 points up from the prior year</p> <p>English Learners: 1 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 16.2 points below standard</p> <p>English Learners: 45 points below standard</p> <p>Socioeconomically Disadvantaged: 19.1 points below standard</p> <p>Students with Disabilities: 71.8 points below standard</p> <p>Hispanic: 16.2 points below standard</p>	<p>2018-19: **</p> <p>All Students: 16.3 points below standard</p> <p>English Learners: 48.3 points below standard</p> <p>Socioeconomically Disadvantaged: 19.7 points below standard</p> <p>Students with Disabilities: 97.8 points below standard</p> <p>African American: 7.1 points below standard</p> <p>Hispanic: 21.4 points below standard</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 48%</p> <p>English Learners: 39%</p> <p>Socioeconomically Disadvantaged: 46%</p> <p>Students with Disabilities: 64%</p> <p>Hispanic: 40%</p>	<p>2018-19:**</p> <p>All Students: 59.4%</p> <p>English Learners: 48.2%</p> <p>Socioeconomically Disadvantaged: 56.4%</p> <p>Students with Disabilities: 55.6%</p> <p>African American: 57.1%</p> <p>Hispanic: 58.7%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP-Mathematics assessments(Gra des 3-8):</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 3 percentage points up from the prior year</p> <p>English Learners: 1percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 1 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 25%</p> <p>English Learners: 5%</p> <p>Socioeconomically Disadvantaged: 25%</p> <p>Students with Disabilities: 12%</p> <p>Hispanic: 25%</p>	<p>2018-19 : **</p> <p>All Students: 38.36%</p> <p>English Learners: 12.51%</p> <p>Socioeconomically Disadvantaged: 38.28%</p> <p>Students with Disabilities: 12.9%</p> <p>African American: 35.71%</p> <p>Hispanic: 36.50%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 75.3 points below standard</p> <p>English Learners: 104.8 points below standard</p> <p>Socioeconomically Disadvantaged: 76.4 points below standard</p> <p>Students with Disabilities: 116.3 points below standard</p> <p>Hispanic: 76.6 points below standard</p>	<p>2018-19: **</p> <p>All Students: 35.9 points below standard</p> <p>English Learners: 61.1 points below standard</p> <p>Socioeconomically Disadvantaged: 39.4 points below standard</p> <p>Students with Disabilities: 98.5 points below standard</p> <p>African American: 35.0 points below standard</p> <p>Hispanic: 41.6 points below standard</p>
<p><b>Metric/Indicator</b> Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p>	<p>2018-19: **</p> <p>All Students: 50.4%</p> <p>English Learners: 48.3%</p>

Expected	Actual
<p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 40%</p> <p>English Learners: 40%</p> <p>Socioeconomically Disadvantaged: 40%</p> <p>Students with Disabilities: 40%</p> <p>Hispanic: 40%</p>	<p>Socioeconomically Disadvantaged: 46.5%</p> <p>Students with Disabilities: 48.2%</p> <p>African American: 58.3%</p> <p>Hispanic: 40.0%</p> <p>White: 75.0%</p>
<p><b>Metric/Indicator</b> Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b> Maintain</p>	<p>2018-2019: ** 44.8%</p>

Expected	Actual
<p><b>Baseline</b> 91%</p>	
<p><b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 64%</p>	<p>2018-2019: ** 4 students 12.5%</p>
<p><b>Metric/Indicator</b> Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 80%</p>	<p>2019-2020:** 97%</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$7,000 BTSA expenses (Title II) 5000-5999: Services And Other Operating Expenditures Title II \$7,000</p> <p>\$5,000 (5000)(Base); \$3,000 EL authorization expenses (CLAD) (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,000</p>	<p>\$4,000 BTSA expenses (Title II) 5000-5999: Services And Other Operating Expenditures Title II \$4,000</p> <p>\$0 EL authorization expenses (CLAD) (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$20,000 Books (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>\$5,000 Instructional materials (5000)(Lottery) 4000-4999: Books And Supplies Lottery \$5,000</p>	<p>\$35,000 Books (4000)(Base) 4000-4999: Books And Supplies LCFF Base 35,000</p> <p>\$4,000 Instructional materials (5000)(Lottery) 4000-4999: Books And Supplies Lottery \$4,000</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$2,500 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,500</p>	<p>\$1,250 Janitorial services (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,250</p>
<p>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.</p>	<p>\$1,000 Professional Development (5000)(Base); \$664 TeachBoost fees (5000)(Base). 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,664</p>	<p>\$915 Professional Development (5000)(Base), \$840 TeachBoost fees (5000)(Base). 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,755</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>	<p>\$4,000 EL Coordinator salary (1000)(S&amp;C); \$1,000 Benefits (3000)(S&amp;C) 1000-3000: Salary and Benefits Supplemental and Concentration \$5,000</p>	<p>\$4,000 EL Coordinator salary (1000)(S&amp;C); \$1,000 Benefits (3000)(S&amp;C) 1000-3000: Salary and Benefits Supplemental and Concentration \$5,000</p>
<p>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.</p> <p>Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content</p>	<p>\$1,000 Professional Development on ELD strategies and substitute services for PD days (5000)(S&amp;C) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p>	<p>\$0 Professional Development on ELD strategies and substitute services for PD days (5000)(S&amp;C) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>\$22,000 Teacher aide salary (5000)(Base) and \$6,600 Benefits (3000) (Base) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$28,600</p> <p>\$6,600 Benefits (3000) (Base) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,600</p>	<p>23,997 Teacher aide salary (5000)(Base) and 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$23,997</p> <p>\$7,200 Benefits (3000) (Base) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,200</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>\$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</p>	<p>\$14,740 After school teacher stipends (1000)(Title I) and \$3,685 Benefits (3000) (Title I)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		<p>1000-3000: Salary and Benefits  Title I \$18,425</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$85,512 Dean of academics salary (1000)(Base); \$21,378 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$106,890</p> <p>\$2,145 Illuminate SIS &amp;DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,145</p> <p>\$2,063 NWEA (MAP testing fees) (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$2063</p>	<p>\$85,512 Dean of academics salary (1000)(Base); \$21,378 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Supplemental and Concentration \$106,890</p> <p>\$1,651 Illuminate SIS &amp;DnA (5000)(Base); 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,651</p> <p>\$1,675 NWEA (MAP testing fees) (5000)(Title I) 5000-5999: Services And Other Operating Expenditures Title I \$1,675</p>

## 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
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20: ** 1.5%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 5%</p> <p><b>Baseline</b> 5%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>\$436,948 Teacher salaries (1000)(Base); \$74,935 Benefits (3000)(Base); 1000-3000: Salary and Benefits LCFF Base \$511,883</p>	<p>\$375,622 Teacher salaries (1000)(Base); \$240,199 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$615,821</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$13,366 Online programs (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$13,366</p> <p>\$10,000 Field trip expenses (5000)(Donations) 5000-5999: Services And Other Operating Expenditures Base; Donations \$10,000</p>	<p>\$12,437 Online programs (4000)(Base) 4000-4999: Books And Supplies Concentration \$12,437</p> <p>\$5,053 Field trip expenses (5000)(Donations) 5000-5999: Services And Other Operating Expenditures Base; Donations \$5,053</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$95,736 1 Principal (1000)(Base); \$23,934 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$119,670</p>	<p>\$95,736 1 Principal (1000)(Base); \$23,934 Benefits (3000)(Base) 1000-3000: Salary and Benefits LCFF Base \$119,670</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>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.</p>	<p>\$63,773 1 Computer/Technology teacher salary (\$51,018) and benefits (\$12,755) (1000)(3000)(Base) [Duplicated</p>	<p>Computer/Technology teacher salary (\$51,018) and benefits (\$12,755) 1000-3000: Salary and Benefits LCFF Base \$63,773</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Expense: See Goal 2: Action 1];</p> <p>1000-3000: Salary and Benefits LCFF Base \$93,073</p> <p>\$5,000 Computers (5000) (Base); \$24,300 Technology expenses (5000)(Base) 6000-6999: Capital Outlay LCFF Base \$29,300</p>	<p>\$10,000 Smart TV, \$9,542 Technology expenses 6000-6999: Capital Outlay LCFF Base \$19,542</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$3,000 Science materials and STEAM Expo \$2,000 (4000)(Base) 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>\$550 Science materials 4000-4999: Books And Supplies LCFF Base \$550</p>

## 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
<b>Metric/Indicator</b> Number of SSC meetings per year <b>19-20</b> 4 <b>Baseline</b> 4	2019-20: 4
<b>Metric/Indicator</b> Number of ELAC meetings per year <b>19-20</b> 4 <b>Baseline</b> 4	2019-20: 4
<b>Metric/Indicator</b> Number of PTF meetings per year <b>19-20</b> 8 <b>Baseline</b> 8	2019-20: 8

Expected	Actual
<b>Metric/Indicator</b> Number of activities/events for parent involvement per year <b>19-20</b> 5 <b>Baseline</b> 5	2019-20: 5
<b>Metric/Indicator</b> Frequency of SIS record updates <b>19-20</b> Daily/Weekly <b>Baseline</b> Daily/Weekly	2019-20: Daily/weekly
<b>Metric/Indicator</b> Number of progress reports sent to parents per year <b>19-20</b> 4 <b>Baseline</b> 4	2019-20: 4
<b>Metric/Indicator</b> Percentage of students who have been home-visited by the teachers per year <b>19-20</b> 25% <b>Baseline</b> 20%	2019-20:** 25%
<b>Metric/Indicator</b> ADA rate <b>19-20</b> 97% <b>Baseline</b>	2019-20: ** 95.76%

Expected	Actual
97%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 5%  <b>Baseline</b> 4%	2019-20:** 11.3%
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: ** 0%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: ** 0%
<b>Metric/Indicator</b> Student expulsion rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: ** 0%
<b>Metric/Indicator</b> School experience survey participation rates  <b>19-20</b> Students: 98%	2019-20 ** Students: 95% Families: 90% Staff: 100%

Expected	Actual
<p>Families: 70%</p> <p>Staff: 95%</p> <p><b>Baseline</b> Students: 98%</p> <p>Families: 65%</p> <p>Staff: 95%</p>	
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 70%</p> <p>Families: 95%</p> <p>Staff: 90%</p> <p><b>Baseline</b> Students: 75%</p> <p>Families: 95%</p> <p>Staff: 90%</p>	<p>2019-20:** Students: 68% Families: 99% Staff: 95%</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$2,000 Parent meeting expenses (1000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$2,000</p> <p>\$2,000 Parent meeting expenses (2000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$2,000</p>	<p>\$2,092 Parent meeting expenses (4000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$2092</p> <p>\$1120 Parent meeting expenses (4000)(Title I) 1000-1999: Certificated Personnel Salaries Title I \$1120</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$1,000 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies Base; Donations \$1,000</p>	<p>\$73 Parent activities/events expenses (4000)(Base) 4000-4999: Books And Supplies Base; Donations \$73</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$1,000 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000</p>	<p>\$780 ParentSquare (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$780</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>\$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 &amp; C; Title I \$41,000</p>	<p>\$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 &amp; C; Title I \$37,825</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>\$86,384 1 Office Manager and 1 Office Clerk salaries (2000)(Base); 2000-2999:</p>	<p>\$63,951 1 Office Manager and 1 Office Clerk salaries (2000)(Base)</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Classified Personnel Salaries LCFF Base \$86,384</p> <p>\$25,915 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base \$25,915</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$63,951</p> <p>\$19,185 Benefits (3000)(Base); 3000-3999: Employee Benefits LCFF Base \$19,185</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$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</p>	<p>\$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</p>
<p>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.</p>	<p>\$1,000 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000</p>	<p>\$0 PD on PBIS, restorative practices, classroom management (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>\$563 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$563</p>	<p>\$578 Panorama Education surveys (5000)(Base) 5000-5999: Services And Other Operating Expenditures LCFF Base \$578</p>

## 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](mailto: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	1,350,106.00	1,357,683.00
Base; Donations	11,000.00	5,126.00
Concentration	0.00	12,437.00
LCFF Base	1,032,318.00	1,049,075.00
LCFF Supplemental and Concentration	213,975.00	210,258.00
Lottery	5,000.00	4,000.00
S & C; Title I	41,000.00	37,825.00
Supplemental and Concentration	6,000.00	5,000.00
Title I	33,813.00	29,962.00
Title II	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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,350,106.00	1,357,683.00
1000-1999: Certificated Personnel Salaries	4,000.00	72,952.00
1000-3000: Salary and Benefits	1,042,006.00	1,044,229.00
2000-2999: Classified Personnel Salaries	114,984.00	87,948.00
3000-3999: Employee Benefits	32,515.00	26,385.00
4000-4999: Books And Supplies	49,366.00	52,060.00
5000-5999: Services And Other Operating Expenditures	77,935.00	54,567.00
6000-6999: Capital Outlay	29,300.00	19,542.00
	29,300.00	19,542.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,350,106.00	1,357,683.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	69,740.00
1000-1999: Certificated Personnel Salaries	Title I	4,000.00	3,212.00
1000-3000: Salary and Benefits	LCFF Base	832,626.00	907,264.00
1000-3000: Salary and Benefits	LCFF Supplemental and Concentration	176,630.00	106,890.00
1000-3000: Salary and Benefits	Supplemental and Concentration	5,000.00	5,000.00
1000-3000: Salary and Benefits	Title I	27,750.00	25,075.00
2000-2999: Classified Personnel Salaries	LCFF Base	86,384.00	63,951.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	28,600.00	23,997.00
3000-3999: Employee Benefits	LCFF Base	25,915.00	19,185.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	6,600.00	7,200.00
4000-4999: Books And Supplies	Base; Donations	1,000.00	73.00
4000-4999: Books And Supplies	Concentration	0.00	12,437.00
4000-4999: Books And Supplies	LCFF Base	43,366.00	35,550.00
4000-4999: Books And Supplies	Lottery	5,000.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Base; Donations	10,000.00	5,053.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	14,727.00	3,583.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	2,145.00	2,431.00
5000-5999: Services And Other Operating Expenditures	S & C; Title I	41,000.00	37,825.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	2,063.00	1,675.00
5000-5999: Services And Other Operating Expenditures	Title II	7,000.00	4,000.00
6000-6999: Capital Outlay	LCFF Base	29,300.00	19,542.00
		29,300.00	19,542.00
		7,000.00	4,000.00
		29,300.00	19,542.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
		29,300.00	19,542.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	224,212.00	210,843.00
<b>Goal 2</b>	852,032.00	906,586.00
<b>Goal 3</b>	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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$182,000.00	\$150,000.00
<b>Distance Learning Program</b>	\$63,400.00	\$62,369.00
<b>Pupil Learning Loss</b>	\$34,000.00	\$28,848.00
<b>Additional Actions and Plan Requirements</b>	\$12,200.00	\$8,700.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$291,600.00	\$249,917.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$67,000.00	\$40,000.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$67,000.00	\$40,000.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$115,000.00	\$110,000.00
<b>Distance Learning Program</b>	\$63,400.00	\$62,369.00
<b>Pupil Learning Loss</b>	\$34,000.00	\$28,848.00
<b>Additional Actions and Plan Requirements</b>	\$12,200.00	\$8,700.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$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 2018-2019 shows a slight decline in ELA proficiency (2.5% decrease) and maintaining math proficiency (38%)

- 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.
- Providing additional academic support such as afterschool (tutoring) and Saturday school.
- 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 – 35.9 points below standard in math, 16.3 points below standard in English according to 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, MSA-6 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.

MSA-6 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.

MSA-6 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 (89% parents, 99% students and 100% staff) participated in this survey. MSA-6 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:

PAC suggests facility and cleaning improvement for next school year. The current site was old and a dated facility. The renovation would be very costly. MSA-6 is moving to Pio Pico MS for 2021-2022 school year and there will be newer classrooms and offices for students and staff. The school will work with LAUSD in order to provide clean facility and restrooms for health and safety. PAC also suggests offering more electives and more variety in afterschool program.

Students:

Based on the student survey, students would like to see more sport programs and extracurricular activities (Performing Arts - Music Drama). With the new school site, MSA-6 administration will collaborate with Pio Pico MS for some sport programs and put efforts to offer arts and music programs afterschool.

#### Staff:

Based on staff surveys, staff members would like MSA-6 administration to hire more teachers and teacher aides in order to provide more support for students with learning disabilities and English Learners. MSA-6 had 19% SPED and 23% EL students in 2020-21 school year. These two groups were most impacted groups during the pandemic and MSA-6 will continue to support them via Summer school and next year's high quality instruction program.

#### School Site Council (SSC):

SSC suggests providing more academic support for students who have curriculum gaps. Some students might have learning loss due to distance learning and teachers may need to re-teach some foundational skills in the beginning of the new school year. SSC also suggests providing counselors and therapists for all students for their social emotional needs. SSC recognizes that COVID-19 pandemic caused a big shift for many students and when returning back to in-person instruction, students will need more social emotional support.

#### ELAC:

ELAC suggests providing ELD classes for 2021-22 school year and additional intervention programs for ELs. ELAC recognizes that some English Learners had some obstacles with online learning and they need to be supported in some areas such as ELA and math for 2021-22 school year. Also, ELAC suggests MSA-6 to continue utilizing some online programs such as IXL.com and NextGen math in new school year.

#### SELPA:

Our SELPA recommended that we include an action in our LCAP specific to students with disabilities to describe how academic and social-emotional supports would be provided. They also recommended that we include the students with disabilities group in our LCAP metrics and provide specific data.

### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

MSA-6 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	<b>BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT:</b> 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory training, and other HR-related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review the alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budgets and plans to ensure an adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards-aligned instructional programs.</p> <p>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,</p>	\$82,287.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security, and high-quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM-focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$255,000.00	

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$9,000.00	Yes
5	Well-orchestrated Home Office support services	<p>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 the 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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office-related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$71,896.00	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) 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%

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: <ul style="list-style-type: none"> <li>All Students: 46.26%</li> <li>English Learners: 12.51%</li> <li>Socioeconomically Disadvantaged: 44.96%</li> <li>Students with Disabilities: 9.68%</li> <li>African American: 50%</li> <li>Hispanic: 44.21%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 50.00%</li> <li>English Learners: 17.00%</li> <li>Socioeconomically Disadvantaged: 50.00%</li> <li>Students with Disabilities: 15.00%</li> <li>African American: 51.00%</li> <li>Hispanic: 48.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 16.3 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 9.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<ul style="list-style-type: none"> <li>English Learners: 48.3 points below standard</li> <li>Socioeconomically Disadvantaged: 19.7 points below standard</li> <li>Students with Disabilities: 97.8 points below standard</li> <li>African American: 7.1 points below standard</li> <li>Hispanic: 21.4 points below standard</li> </ul>				<ul style="list-style-type: none"> <li>English Learners: 41.0 points below standard</li> <li>Socioeconomically Disadvantaged: 12.0 points below standard</li> <li>Students with Disabilities: 80.0 points below standard</li> <li>African American: 1.0 points below standard</li> <li>Hispanic: 13.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> <li>All Students: 61.6%</li> <li>English Learners: 53.1%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>All Students: 65%</li> <li>English Learners: 65%</li> <li>Socioeconomically Disadvantaged: 65%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 45.5%</li> <li>African American: 58.3%</li> <li>Hispanic: 63.3%</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 65%</li> <li>African American: 65%</li> <li>Hispanic: 65%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 38.36%</li> <li>English Learners: 12.51%</li> <li>Socioeconomically Disadvantaged: 38.28%</li> <li>Students with Disabilities: 12.90%</li> <li>African American: 35.71%</li> <li>Hispanic: 36.50%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 41.00%</li> <li>English Learners: 17.00%</li> <li>Socioeconomically Disadvantaged: 41.00%</li> <li>Students with Disabilities: 17.00%</li> <li>African American: 41.00%</li> <li>Hispanic: 41.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 35.9 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 29.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	<ul style="list-style-type: none"> <li>• English Learners: 61.1 points below standard</li> <li>• Socioeconomically Disadvantaged: 39.4 points below standard</li> <li>• Students with Disabilities: 98.5 points below standard</li> <li>• African American: 35.0 points below standard</li> <li>• Hispanic: 41.6 points below standard</li> </ul>				<ul style="list-style-type: none"> <li>• English Learners: 54.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 32.0 points below standard</li> <li>• Students with Disabilities: 88.0 points below standard</li> <li>• African American: 28.0 points below standard</li> <li>• Hispanic: 33.0 points below standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> <li>• All Students: 60.0%</li> <li>• English Learners: 56.3%</li> <li>• Socioeconomically Disadvantaged: 58.0%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>• All Students: 65.0%</li> <li>• English Learners: 65.0%</li> <li>• Socioeconomically Disadvantaged: 65.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 57.1%</li> <li>African American: 33.3%</li> <li>Hispanic: 63.0%</li> <li>White: *</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 65.0%</li> <li>African American: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 10.35%</li> <li>Socioeconomically Disadvantaged: 4.35%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 16.00%</li> <li>Socioeconomically Disadvantaged: 10.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 4.26%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 10.00%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: Intervention teachers' salaries and benefits: Resource: Title I, Part A; Amount: \$8,169</p>	\$452,019.00	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	\$15,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$3,616</li> </ul>		
<b>3</b>	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	\$267,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.)</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above such as myON, Quizizz, BrainPOP): Resource: Title I, Part A; Amount: \$16,993</li> <li>Evidence-based supplemental intervention/enrichment program fees (IXL): Resource: Title IV, Part A; Amount: \$5,000</li> </ul>		
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	\$93,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and the CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• EL Coordinator salary and benefits: Resource: Title I, Part A; Amount: \$4,705</li> </ul>		
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	\$163,176.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college-related activities.</p> <p>Expenditures associated with this action include the following: college/career-related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds:N/A</p>		Yes
2	STEAM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math courses and clubs. Students will be provided opportunities during the day and after school to create or		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, using problem-based learning, and research.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>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.</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Digital literacy and citizenship program fees (Pear Deck): Resource: Title IV, Part A; Amount: \$2,000</li> </ul>		
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$1,000</li> </ul>	\$120,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide a well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline, and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after-school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Afterschool/Club (Arts and music) expenses: Resource: Title IV, Part A; Amount: \$2,000</li> </ul>	\$3,000.00	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.**

# 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
		<p>income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides 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 budgets, UCP, parent involvement policy, and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop-off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, 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</p>	\$114,369.00	

Action #	Title	Description	Total Funds	Contributing
		<p>will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Stipends for home visits: Resource: Title I, Part A; Amount: \$2,000</li> </ul>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis, or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements 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</p>	\$9,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 the greatest progress, and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$1,000</li> </ul>		
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Panorama Education survey fees: Resource: Title I, Part A; Amount: \$1,000</li> </ul>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,500.00	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
32.48%	\$208,968

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$729,841.00	\$262,510.00		\$681,535.00	\$1,673,886.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,103,767.00	\$570,119.00

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	\$77,287.00	\$5,000.00			\$82,287.00
1	3		Clean and safe facilities that support learning	\$255,000.00				\$255,000.00
1	4	Low Income	Healthy and nutritious meals	\$9,000.00				\$9,000.00
1	5	All	Well-orchestrated Home Office support services	\$71,896.00				\$71,896.00
2	1	All	Broad course of study and standards-based curriculum	\$24,166.00	\$14,156.00		\$413,697.00	\$452,019.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$12,000.00			\$3,616.00	\$15,616.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$159,439.00	\$86,468.00		\$21,993.00	\$267,900.00
2	4	English Learners	Designated and integrated ELD programs	\$89,107.00			\$4,705.00	\$93,812.00
2	5	Students with Disabilities	Support for students with disabilities		\$153,886.00		\$9,290.00	\$163,176.00
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				\$120,105.00	\$120,105.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$1,000.00			\$2,000.00	\$3,000.00
4	1	English Learners Foster Youth Low Income	Seeking family input for decision making					
4	2		Building partnerships with families for student outcomes	\$8,240.00	\$3,000.00		\$103,129.00	\$114,369.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$8,906.00			\$1,000.00	\$9,906.00
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	\$2,500.00				\$2,500.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$282,952.00	\$524,839.00
<b>LEA-wide Total:</b>	\$282,952.00	\$524,839.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$12,000.00	\$15,616.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,439.00	\$267,900.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$89,107.00	\$93,812.00
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		\$120,105.00

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	\$1,000.00	\$3,000.00
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	\$9,906.00
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	\$2,500.00	\$2,500.00



# 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](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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-7
<b>CDS Code:</b>	19-64733-0117655
<b>LEA Contact Information:</b>	Name: Meagan Wittek Position: Principal Email: mwittek@magnoliapublicschools.org Phone: (818) 886-0585
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,089,032
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$674,066
<b>All Other State Funds</b>	\$834,096
<b>All Local Funds</b>	\$20,000
<b>All federal funds</b>	\$390,244
<b>Total Projected Revenue</b>	\$4,333,372

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$4,241,406
<b>Total Budgeted Expenditures in the LCAP</b>	\$4,241,406
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,161,521
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$180,200
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$157,800

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$487,455
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-22,400

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

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## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-7

CDS Code: 19-64733-0117655

School Year: 2021-22

LEA contact information:

Meagan Wittek

Principal

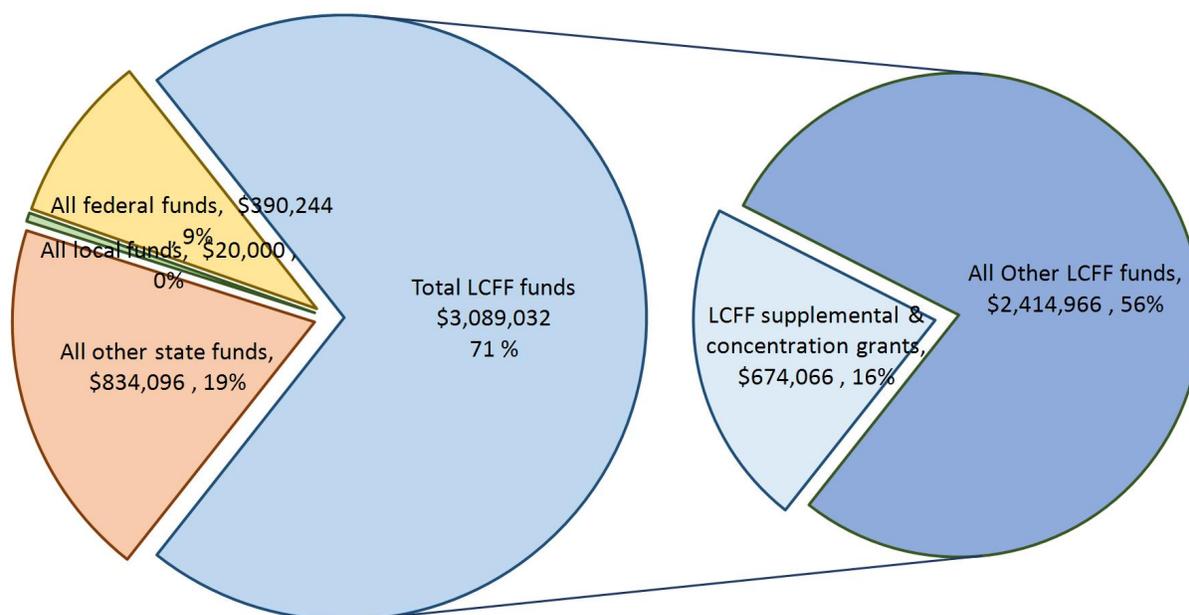
[mwittek@magnoliapublicschools.org](mailto:mwittek@magnoliapublicschools.org)

(818) 886-0585

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



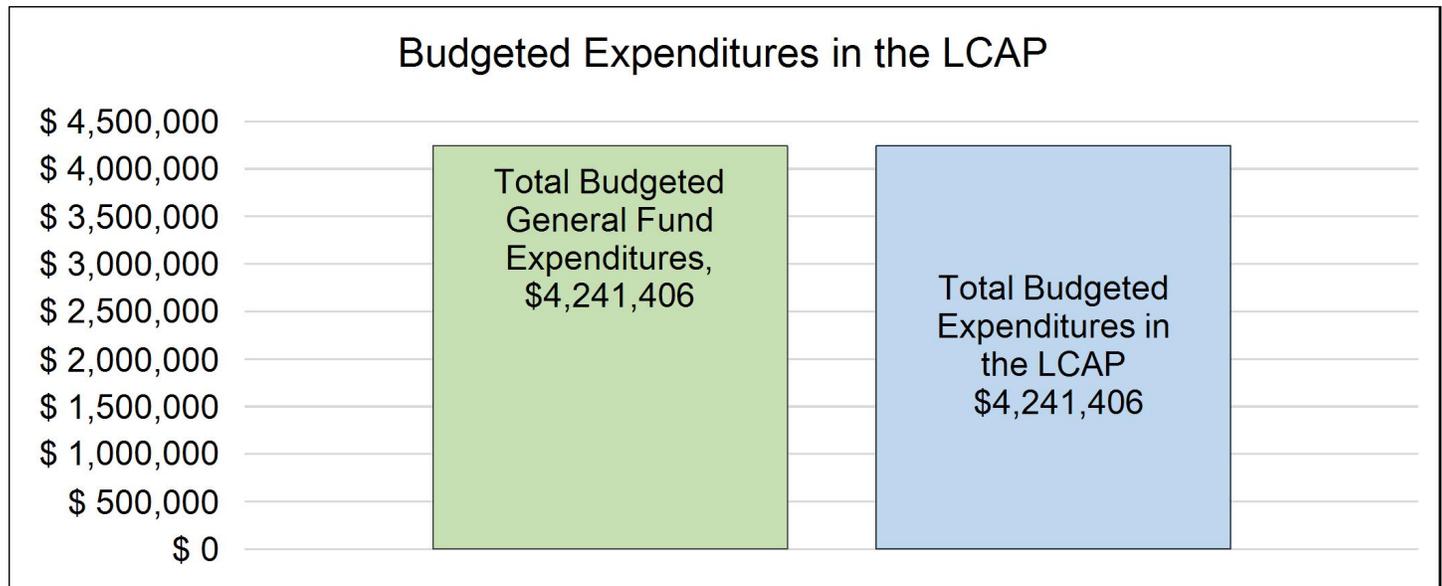
This chart shows the total general purpose revenue Magnolia Science Academy-7 expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-7 is \$4,333,372, of which \$3,089,032 is Local Control Funding Formula (LCFF), \$834,096 is other state funds, \$20,000 is local funds, and \$390,244 is

federal funds. Of the \$3,089,032 in LCFF Funds, \$674,066 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-7 plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-7 plans to spend \$4,241,406 for the 2021-22 school year. Of that amount, \$4,241,406 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

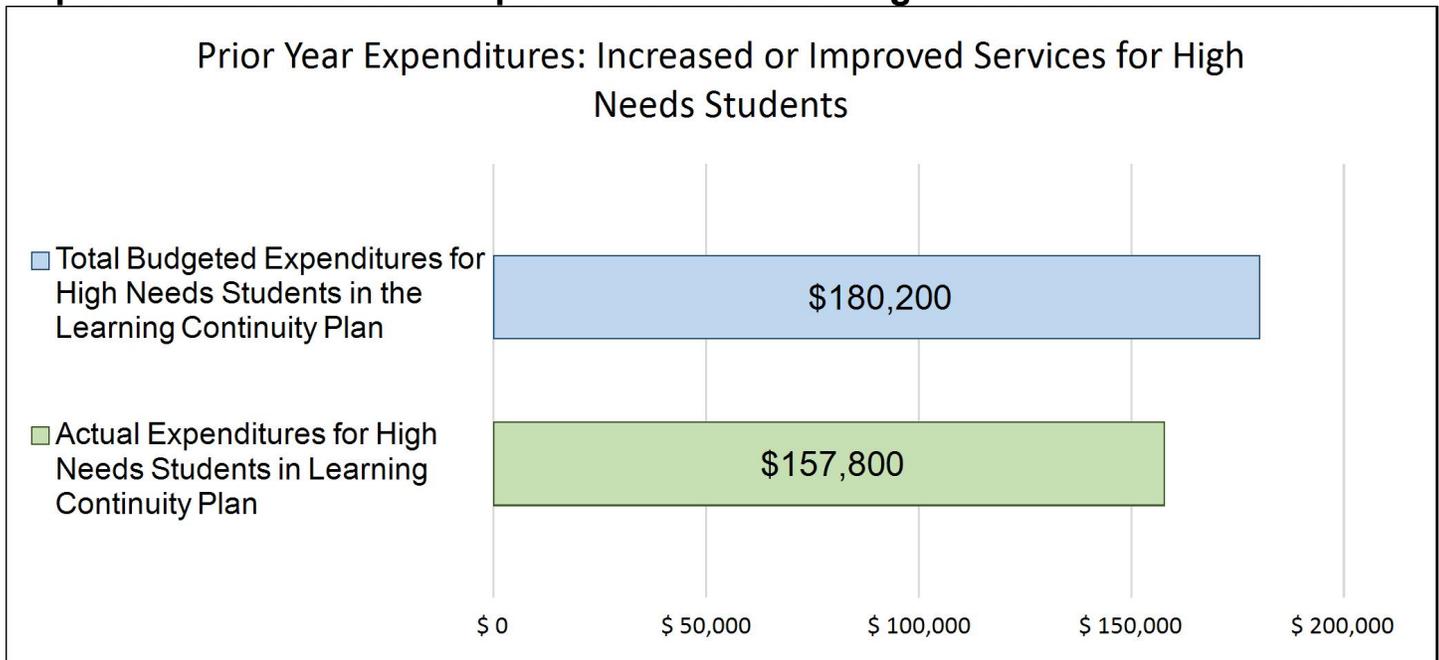
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-7 is projecting it will receive \$674,066 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-7 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-7 plans to spend \$1,161,521 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-7 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-7's Learning Continuity Plan budgeted \$180,200 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-7 actually spent \$157,800 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference was due to the school being in distance learning most of the year and not having the need for a CNA in person at the school site. The planned actions and services were fully provided to high needs students.

# 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
<b>Metric/Indicator</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter  <b>19-20</b> 100%  <b>Baseline</b> 100%	2019-20: 100%
<b>Metric/Indicator</b> Percentage of students who will have sufficient access to standards-aligned instructional materials  <b>19-20</b> 100%  <b>Baseline</b> 100%	2019-20: 100%
<b>Metric/Indicator</b> Percentage of items on facility inspection checklists in compliance/good standing  <b>19-20</b>	2019-20: 90%

Expected	Actual
<p>90%</p> <p><b>Baseline</b> 90%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP ELA/Literacy assessments (Grades 3-8):</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 48 % English Learners: 5% Socioeconomically Disadvantaged: 41% Students with Disabilities: 27% Hispanic: 44% White: 51%</p>	<p>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%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP ELA/Literacy assessments (Grades 3-5)</p> <p><b>19-20</b> 2019-20 (Expected):</p>	<p>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</p>

Expected	Actual
<p>All Students: 3 points up from the prior year  English Learners: 3 points up from the prior year  Socioeconomically Disadvantaged: 3 points up from the prior year  Students with Disabilities: 3 points up from the prior year  Hispanic: 3 points up from the prior year  White: 3 points up from the prior year</p> <p><b>Baseline</b>  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</p>	<p>White: 62.9 points above standard</p>
<p><b>Metric/Indicator</b>  Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-5)</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b>  2016-17 (Baseline):  All Students: 51%</p>	<p>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%</p>

Expected	Actual
<p>English Learners: 44%  Socioeconomically Disadvantaged: 50%  Students with Disabilities: 48%  Hispanic: 51%  White: 44%</p>	
<p><b>Metric/Indicator</b>  Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-5):</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b>  2016-17 (Baseline):  All Students: 39%  English Learners: 13%  Socioeconomically Disadvantaged: 33%  Students with Disabilities: 31%  Hispanic: 30%  White: 61%</p>	<p>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%</p>
<p><b>Metric/Indicator</b>  Change in Average Distance from Standard on the CASSPP Mathematics assessments (Grades 3-5)</p> <p><b>19-20</b></p>	<p>2018-19:  All Students: 32.1 points below standard  English Learners: 54.7 points below standard  Socioeconomically Disadvantaged: 43.8 points below standard</p>

Expected	Actual
<p>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</p> <p><b>Baseline</b>  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</p>	<p>Students with Disabilities: 58.5 points below standard  Hispanic: 45.8 points below standard  White: 3.9 points above standard</p>
<p><b>Metric/Indicator</b>  Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-5)</p> <p><b>19-20</b>  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</p> <p><b>Baseline</b></p>	<p>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%</p>

Expected	Actual
2016-17 (Baseline): All Students: 46% English Learners: 36% Socioeconomically Disadvantaged: 42% Students with Disabilities: 42% Hispanic: 41% White: 61%	
<b>Metric/Indicator</b> Percentage of EL students making annual progress in learning English as measured by the ELPAC  <b>19-20</b> 2 percentage points up from the prior year  <b>Baseline</b> 59%	2018-19: 46.4%
<b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually  <b>19-20</b> 1 percentage point up from the prior year  <b>Baseline</b> 21%	2019-20: 13.3%
<b>Metric/Indicator</b> 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  <b>19-20</b> 1 percentage point up from the prior year  <b>Baseline</b> 97%	2019-20: 72%

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,000</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,000</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>Instructional Materials 4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>Instructional Materials 4000-4999: Books And Supplies LCFF Base \$5,000</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	<p>Janitors salary and benefits LCFF \$69,000</p> <p>Janitorial items \$8,240</p> <p>Gardening,Pest Control, Maintenance (2000,3000,5000) LCFF \$15,000</p>	<p>Janitors salary and benefits LCFF \$58,000</p> <p>Janitorial items \$5,000</p> <p>Gardening,Pest Control, Maintenance (2000,3000,5000) LCFF \$8,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF \$1,800</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p> <p>TeachBoost fees 5000-5999: Services And Other Operating Expenditures LCFF \$1,800</p>
<p>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.</p>	<p>EL Coordinator salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$66,418</p> <p>EL coordinator benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,000</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I</p>	<p>EL Coordinator salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$66,418</p> <p>EL coordinator benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,000</p> <p>EL supplemental materials 4000-4999: Books And Supplies Title I</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>		
<p>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.</p> <p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Intervention Math teacher partial payment salaries 1000-1999: Certificated Personnel Salaries LCFF \$15,000</p> <p>Teacher Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$77,000</p> <p>Teacher Aide Benefits 3000-3999: Employee Benefits Title I \$20,000</p>	<p>Intervention Math teacher partial payment salaries 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>Teacher Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$77,000</p> <p>Teacher Aide Benefits 3000-3999: Employee Benefits Title I \$20,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Saturday School 1000-1999: Certificated Personnel Salaries Title I \$10,000</p>	<p>Saturday School 1000-1999: Certificated Personnel Salaries Title I \$6,750</p>
<p>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.</p>	<p>Dean of Academics Salary 1000-1999: Certificated Personnel Salaries LCFF \$84,000</p>	<p>Dean of Academics Salary 1000-1999: Certificated Personnel Salaries LCFF \$92,647.50</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Dean of Academics Benefits 3000-3999: Employee Benefits LCFF Base \$20,000</p> <p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,900</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$2,100</p> <p>Data Manager add on \$5,000</p> <p>Testing coordinator add on 1000- 1999: Certificated Personnel Salaries LCFF \$2,500</p>	<p>Dean of Academics Benefits 3000-3999: Employee Benefits LCFF Base \$20,000</p> <p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,300</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$2,100</p> <p>Data Manager add on (MTSS Coordinator) \$5,000</p> <p>Testing coordinator add on 1000- 1999: Certificated Personnel Salaries LCFF 0</p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School increase college awareness by organizing college/career weeks and field trips to colleges.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Field trips, College &amp; Career Week Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,000</p>	<p>Field trips, College &amp; Career Week Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,300</p>

## 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 duty 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
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:            100%</p>

Expected	Actual
<p>Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Percentage of students enrolled in the Charter School's grades K-5 who will take the GATE/enrichment program</p> <p><b>19-20</b> 15%</p> <p><b>Baseline</b> 5%</p>	<p>2019-20: 7%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 90%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 1000-1999: Certificated Personnel Salaries LCFF \$802,000</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 1000-1999: Certificated Personnel Salaries LCFF \$902,059</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 3000-3999: Employee Benefits LCFF \$200,000</p>	<p>\$802 K salaries, 200K benefits 1100, 3100, 3400 Teacher Salaries And Benefits 3000-3999: Employee Benefits LCFF \$302,252</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$250,000 1 Principal and 1 Dean of Academics salaries 1000-1999: Certificated Personnel Salaries LCFF \$200,000</p> <p>1 Principal Benefits 3000-3999: Employee Benefits LCFF \$50,000</p>	<p>1 Principal Salary 1000-1999: Certificated Personnel Salaries LCFF 93,760.00</p> <p>1 Principal Benefits 3000-3999: Employee Benefits LCFF \$30,000</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Saturday School money for Gifted 1000-3000: Salary and Benefits Title I \$2,000</p>	<p>Saturday School money for Gifted 1000-3000: Salary and Benefits Title I 0</p>
<p>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.</p>	<p>5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 25K IT person LCFF \$90,140.00</p>	<p>5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 23K Chromebooks for Distance Learning LCFF \$100,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base \$4,000</p>	<p>Science materials 4000-4999: Books And Supplies LCFF Base \$1,000</p>

## 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
<p><b>Metric/Indicator</b> Number of SSC meetings per year</p> <p><b>19-20</b> 5</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of ELAC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of PTF meetings per year</p> <p><b>19-20</b> 7</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 7</p>

Expected	Actual
<p><b>Metric/Indicator</b> Number of activities/events for parent involvement per year</p> <p><b>19-20</b> 12</p> <p><b>Baseline</b> 5</p>	<p>2019-20: 14</p>
<p><b>Metric/Indicator</b> Frequency of SIS record updates</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to parents per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Percentage of students who have been home-visited by the teachers per year</p> <p><b>19-20</b> 26%</p> <p><b>Baseline</b> 26%</p>	<p>2019-20: 17%</p>
<p><b>Metric/Indicator</b> ADA rate</p> <p><b>19-20</b> 97%</p> <p><b>Baseline</b></p>	<p>2019-20: 95.31%</p>

Expected	Actual
97%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 8%  <b>Baseline</b> 11%	2019-20: 11.5%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> Student expulsion rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> School experience survey participation rates  <b>19-20</b> Students: 98% Families: 90% Staff: 90%  <b>Baseline</b> Students: 99.1% Families: 83.3% Staff: 100%	2019-20: Students: 98.2% Families: 99.6% Staff: 90.3%

Expected	Actual
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 76% Families: 99% Staff: 95%</p> <p><b>Baseline</b> Students: 67% Families: 99% Staff: 89%</p>	<p>2019-20: Students: 74% Families: 98% Staff: 93%</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Motivational expenses. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000</p>	<p>Motivational expenses. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p>	<p>Part of 4330,4345 4000-4999: Books And Supplies LCFF \$3,000</p>	<p>Part of 4330,4345 4000-4999: Books And Supplies LCFF \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$3900 Illuminate SIS &amp; 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</p>	<p>\$3900 Illuminate SIS &amp; 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</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Part of 1100, 3000, 5200. Title I \$5,000.00</p>	<p>Home Visits 1000-1999: Certificated Personnel Salaries Title I \$5,000.00</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>	<p>CSUN Counseling LCFF \$13,500</p>	<p>CSUN Counseling LCFF \$10,000</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>2400,3000 office Manager, clerk salaries and benefits 2000-2999: Classified Personnel Salaries LCFF \$120,000.00</p>	<p>2400,3000 office Manager, clerk salaries and benefits 2000-2999: Classified Personnel Salaries LCFF \$125,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Duplicated in admin salaries. 1300,3000 LCFF</p>	<p>Duplicated in admin salaries. 1300,3000 LCFF</p>
<p>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.</p>	<p>Duplicated Expense LCFF</p>	<p>Duplicated Expense LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>5822 5000-5999: Services And Other Operating Expenditures LCFF \$1,050</p>	<p>5800 Panorama surveys 5000-5999: Services And Other Operating Expenditures LCFF \$400</p>

## 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.

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.

## 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](mailto: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

<b>Total Expenditures by Funding Source</b>		
<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	473,958.00	426,315.50
<b>Goal 2</b>	1,348,140.00	1,429,071.00
<b>Goal 3</b>	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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$55,000.00	\$47,500.00
<b>Distance Learning Program</b>	\$360,200.00	\$340,200.00
<b>Pupil Learning Loss</b>	\$35,500.00	\$23,100.00
<b>Additional Actions and Plan Requirements</b>	\$45,000.00	\$35,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$495,700.00</b>	<b>\$445,800.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$55,000.00	\$47,500.00
<b>Distance Learning Program</b>	\$231,700.00	\$211,700.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>	\$28,800.00	\$28,800.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$315,500.00</b>	<b>\$288,000.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>		
<b>Distance Learning Program</b>	\$128,500.00	\$128,500.00
<b>Pupil Learning Loss</b>	\$35,500.00	\$23,100.00
<b>Additional Actions and Plan Requirements</b>	\$16,200.00	\$6,200.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$180,200.00</b>	<b>\$157,800.00</b>

# 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	mwwittek@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 Indicator 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 & ELAC 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.

#### SELPA Feedback:

Our SELPA recommended that we include an action in our LCAP specific to students with disabilities to describe how academic and social-emotional supports would be provided. They also recommended that we include the students with disabilities group in our LCAP metrics and provide specific data. Based on feedback from the LAUSD SELPA, we included a new action in our LCAP specific to students with disabilities. See Goal 2: Action 5. This action summarizes support and services for students with disabilities.

#### 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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,</p>	\$209,804.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$582,321.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$11,000.00	Yes
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$495,371.00	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) 63.0				2023-24: 75.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 44.54%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 37.50%</li> <li>Students with Disabilities: 25.00%</li> <li>Hispanic: 34.57%</li> <li>White: 85.71%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 51.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 44.00%</li> <li>Students with Disabilities: 35.00%</li> <li>Hispanic: 41.00%</li> <li>White: 87.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 7.7 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 1.0 point below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>English Learners: 24.1 points below standard</li> <li>Socioeconomically Disadvantaged: 21.7 points below standard</li> <li>Students with Disabilities: 50.8 points below standard</li> <li>Hispanic: 24.5 points below standard</li> <li>White: 62.9 points above standard</li> </ul>				<ul style="list-style-type: none"> <li>English Learners: 16.0 points below standard</li> <li>Socioeconomically Disadvantaged: 13.0 points below standard</li> <li>Students with Disabilities: 40.0 points below standard</li> <li>Hispanic: 16.0 points below standard</li> <li>White: 64.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> <li>All Students: 36.6%</li> <li>English Learners: 28.3%</li> <li>Socioeconomically Disadvantaged: 33.9%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 60.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 47.4%</li> <li>Asian: 38.9%</li> <li>Hispanic: 33.9%</li> <li>White: 50.0%</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 60.0%</li> <li>Asian: 60.0%</li> <li>Hispanic: 60.0%</li> <li>White: 60.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 32.14%</li> <li>English Learners: 3.45%</li> <li>Socioeconomically Disadvantaged: 25.61%</li> <li>Students with Disabilities: 25.00%</li> <li>Hispanic: 24.10%</li> <li>White: 57.14%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 38.00%</li> <li>English Learners: 13.00%</li> <li>Socioeconomically Disadvantaged: 32.50%</li> <li>Students with Disabilities: 35.00%</li> <li>Hispanic: 32.00%</li> <li>White: 59.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 32.1 points below standard</li> <li>English Learners: 54.7 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 24.0 points below standard</li> <li>English Learners: 47.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 43.8 points below standard</li> <li>• Students with Disabilities: 58.5 points below standard</li> <li>• Hispanic: 45.8 points below standard</li> <li>• White: 3.9 points above standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 37.0 points below standard</li> <li>• Students with Disabilities: 50.0 points below standard</li> <li>• Hispanic: 38.0 points below standard</li> <li>• White: 9.0 points above standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• All Students: 23.3%</li> <li>• English Learners: 6.4%</li> <li>• Socioeconomically Disadvantaged: 20.5%</li> <li>• Students with Disabilities: 9.5%</li> <li>• Asian: 33.3%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>• All Students: 60.0%</li> <li>• English Learners: 60.0%</li> <li>• Socioeconomically Disadvantaged: 60.0%</li> <li>• Students with Disabilities: 60.0%</li> <li>• Asian: 60.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Hispanic: 18.3%</li> <li>White: 33.3%</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 60.0%</li> <li>White: 60.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 34.62%</li> <li>English Learners: 6.25%</li> <li>Socioeconomically Disadvantaged: 23.53%</li> <li>Hispanic: 25.00%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 40.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 30.00%</li> <li>Hispanic: 33.00%</li> </ul>

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,196,490.00	No
2	Professional development for high-quality instruction	<p>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</p>	\$28,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement for professional development: Resource: Title II Amount: \$11,741</li> </ul>		
3	MTSS - Academic enrichment, intervention, and student support	<p>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.)</p>	\$506,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Certificated Admins: Resource: Title I; Amount: \$12,700</li> <li>• Instructional Aide salary and benefits: Resource: Title I; Amount: \$30,732</li> <li>• Benefits: Resource: Title I; Amount: \$17,798</li> <li>• Educational Software: Resource: Title I; Amount: \$16,700</li> </ul>		
4	Designated and integrated ELD programs	<p>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</p>	\$103,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p>	\$503,484.00	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) 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	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		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
		<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software - Resource: Title I; Amount: \$1,200</li> </ul>		
3	Digital literacy and citizenship programs	<p>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.</p>	\$76,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
<b>4</b>	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$92,934.00	Yes
<b>5</b>	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity,</p>	\$199,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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 provides 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
		<p>about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>Expenditures associated with this action include the following: Infinite</p>	\$139,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional Services: Resource: Title I, Part A; Amount: \$1,500</li> </ul>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements 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,</p>	\$72,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$3,000</li> <li>• Certificated Pupil Support Salaries and Benefits; School Psychologist: Resource: Title IV, Part A ESEA; Amount: \$10,109</li> </ul>		
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p>	\$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	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$10,500.00	Yes

## Goal Analysis [2021-22]

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A description of any substantive differences in planned actions and actual implementation of these actions.

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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**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
27.91%	\$674,066

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$2,848,577.00	\$1,002,579.00		\$400,352.00	\$4,251,508.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,692,028.00	\$1,559,480.00

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	\$132,100.00	\$10,000.00		\$67,704.00	\$209,804.00
1	3	All	Clean and safe facilities that support learning	\$280,741.00	\$210,000.00		\$91,580.00	\$582,321.00
1	4	Low Income	Healthy and nutritious meals	\$11,000.00				\$11,000.00
1	5	All	Well-orchestrated Home Office support services	\$495,371.00				\$495,371.00
2	1	All	Broad course of study and standards-based curriculum	\$1,161,198.00	\$35,292.00			\$1,196,490.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$9,000.00	\$7,500.00		\$11,741.00	\$28,241.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$268,771.00	\$124,075.00		\$113,858.00	\$506,704.00
2	4	English Learners	Designated and integrated ELD programs	\$103,411.00				\$103,411.00
2	5	Students with Disabilities	Support for students with disabilities		\$422,733.00		\$80,751.00	\$503,484.00
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	\$76,906.00				\$76,906.00
3	4	Low Income	Physical education, activity, and fitness	\$92,934.00				\$92,934.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$10,200.00	\$189,559.00			\$199,759.00
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	\$115,562.00	\$3,420.00		\$20,409.00	\$139,391.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$59,883.00			\$13,109.00	\$72,992.00
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
<b>Total:</b>	\$759,667.00	\$1,244,538.00
<b>LEA-wide Total:</b>	\$759,667.00	\$1,244,538.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$28,241.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,771.00	\$506,704.00
2	4	Designated and integrated ELD programs	LEA-wide	English Learners	All Schools	\$103,411.00	\$103,411.00
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	\$76,906.00	\$76,906.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$92,934.00	\$92,934.00

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	\$10,200.00	\$199,759.00
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	\$115,562.00	\$139,391.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,883.00	\$72,992.00
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
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy-Bell
<b>CDS Code:</b>	19-64733-0122747
<b>LEA Contact Information:</b>	Name: Jason Hernandez Position: Principal Email: jhernandez@magnoliapublicschools.org Phone: (323) 826-3925
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$4,536,254
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,050,153
<b>All Other State Funds</b>	\$852,289
<b>All Local Funds</b>	\$20,000
<b>All federal funds</b>	\$741,224
<b>Total Projected Revenue</b>	\$6,149,767

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,131,448
<b>Total Budgeted Expenditures in the LCAP</b>	\$6,131,448
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,722,395
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$1,437,940
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$1,110,283

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$672,242
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-327,657

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted</b>	As explained in the LCP analysis, the main difference is due to the number of projected distance learning staff and their salaries. It was determined that additional salary increases were not necessary and savings were used to support actions and services that contribute to unduplicated

**expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

students. The planned actions and services were fully provided to high needs students.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

CDS Code: 19-64733-0122747

School Year: 2021-22

LEA contact information:

Jason Hernandez

Principal

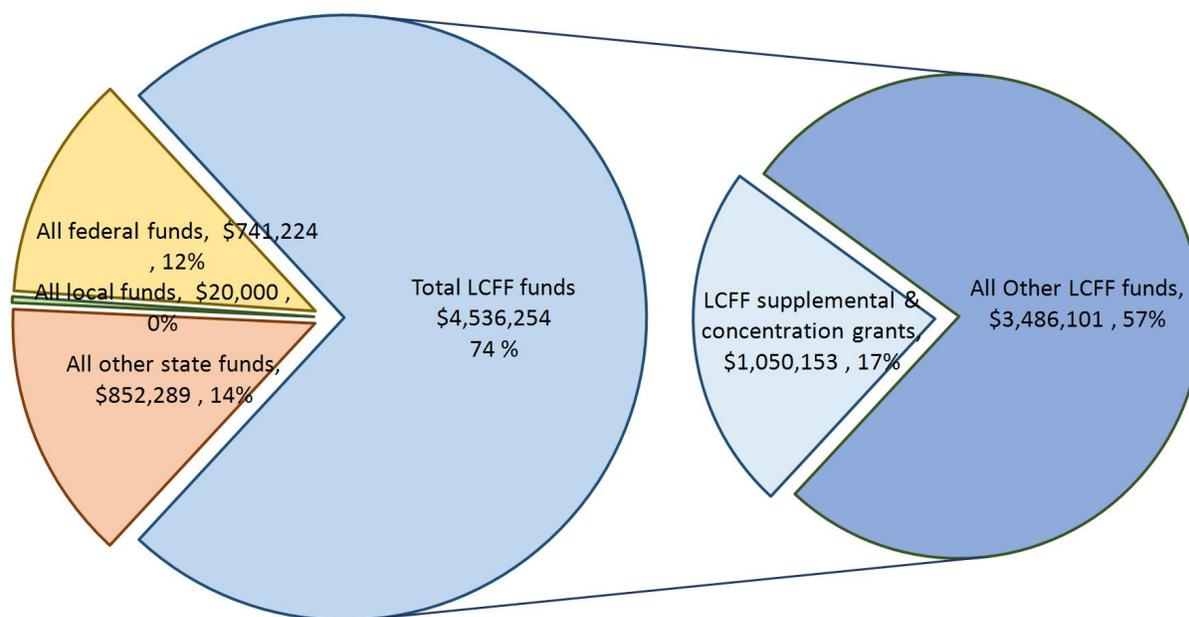
jhernandez@magnoliapublicschools.org

(323) 826-3925

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



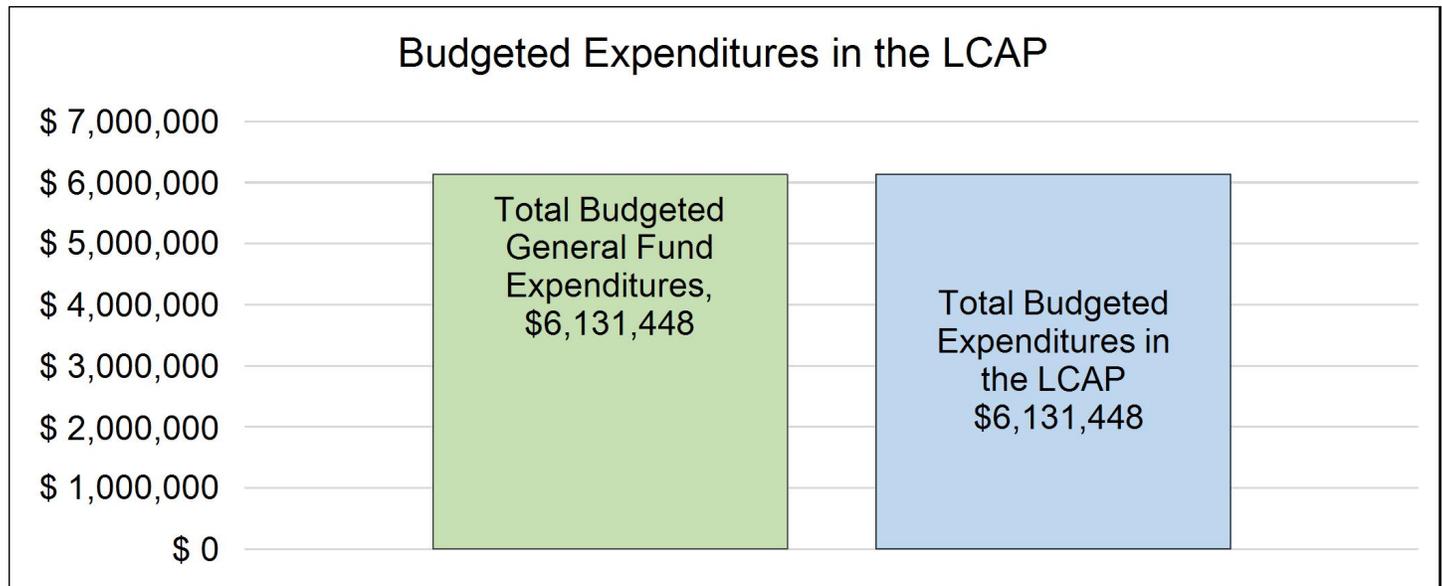
This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-Bell is \$6,149,767, of which \$4,536,254 is Local Control Funding Formula (LCFF), \$852,289 is other state funds, \$20,000 is local funds, and

\$741,224 is federal funds. Of the \$4,536,254 in LCFF Funds, \$1,050,153 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy-Bell plans to spend \$6,131,448 for the 2021-22 school year. Of that amount, \$6,131,448 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

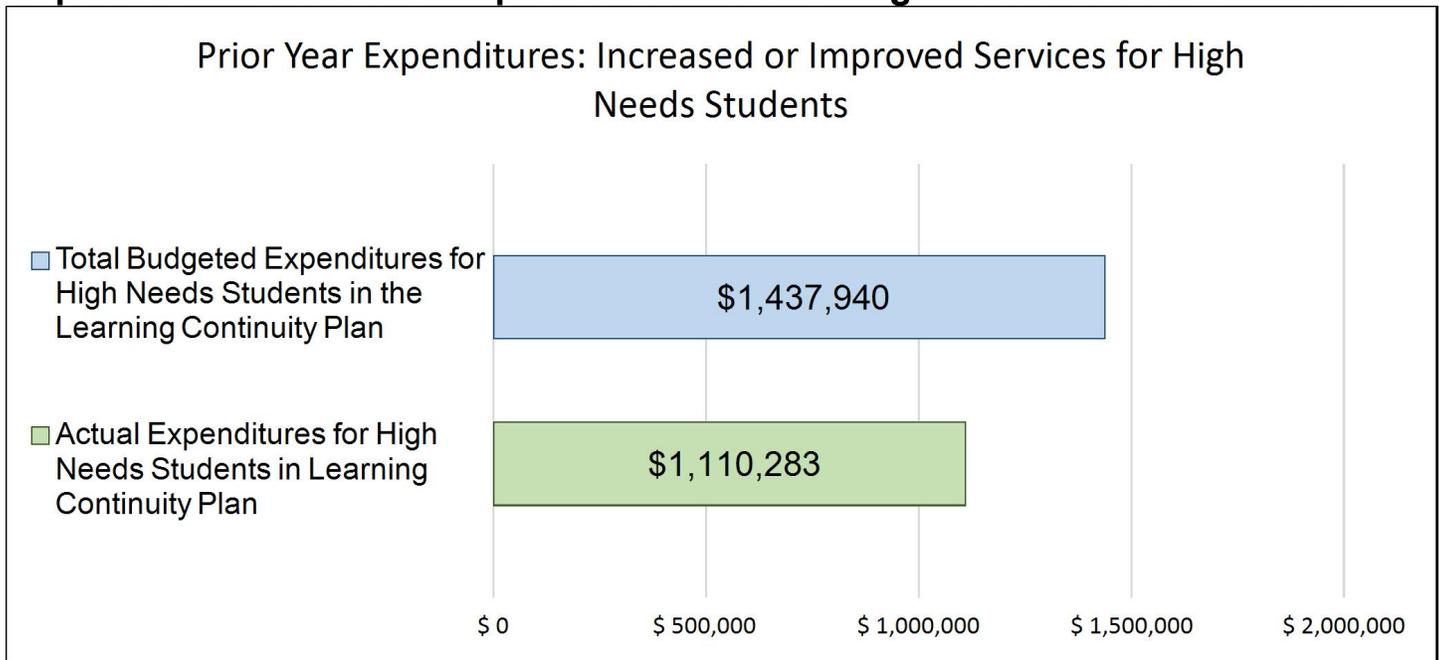
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy-Bell is projecting it will receive \$1,050,153 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-Bell plans to spend \$1,722,395 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy-Bell budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-Bell estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy-Bell's Learning Continuity Plan budgeted \$1,437,940 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent \$1,110,283 for actions to increase or improve services for high needs students in 2020-21.

As explained in the LCP analysis, the main difference is due to the number of projected distance learning staff and their salaries. It was determined that additional salary increases were not necessary and savings were used to support actions and services that contribute to unduplicated students. The planned actions and services were fully provided to high needs students.

# 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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            91%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            90%</p>

Expected	Actual
<p>90%</p> <p><b>Baseline</b> 85%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 50% English Learners: 10% Socioeconomically Disadvantaged: 49% Students with Disabilities: 23% Hispanic: 51% White: 39%</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 40% English Learners: 0% Socioeconomically Disadvantaged: 39% Students with Disabilities: 13% Hispanic: 41% White: 29%</p>	<p>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%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 8.5 points below standard English Learners: 53 points below standard</p>	<p>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</p>

Expected	Actual
<p>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</p> <p><b>Baseline</b>            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</p>	
<p><b>Metric/Indicator</b>            Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p><b>19-20</b>            2019-20 (Expected):            All Students: 35%            English Learners: 7%            Socioeconomically Disadvantaged: 34%            Students with Disabilities: 7%            Hispanic: 36%            White: 31%</p> <p><b>Baseline</b>            2016-17 (Baseline):            All Students: 29%            English Learners: 1%            Socioeconomically Disadvantaged: 28%            Students with Disabilities: 1%            Hispanic: 30%            White: 25%</p>	<p>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%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):</p> <p><b>19-20</b> 2019-20 (Expected): All Students: 32% English Learners: 10% Socioeconomically Disadvantaged: 31% Students with Disabilities: 16% Hispanic: 30% White: 42%</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32%</p>	<p>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%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p><b>19-20</b> 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</p>	<p>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</p>

Expected	Actual
<p><b>Baseline</b>            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</p>	
<p><b>Metric/Indicator</b>            Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p><b>19-20</b>            2019-20 (Expected):            All Students: 23%            English Learners: 7%            Socioeconomically Disadvantaged: 23%            Students with Disabilities: 7%            Hispanic: 23%            White: 32%</p> <p><b>Baseline</b>            2016-17 (Baseline):            All Students: 17%            English Learners: 1%            Socioeconomically Disadvantaged: 17%            Students with Disabilities: 1%            Hispanic: 17%            White: 26%</p>	<p>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%</p>
<p><b>Metric/Indicator</b>            Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b></p>	<p>2019-20:            52.7%</p>

Expected	Actual
100% <b>Baseline</b> 100%	
<b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually <b>19-20</b> >25% <b>Baseline</b> 44%	2019-20: 8.6%
<b>Metric/Indicator</b> 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 <b>19-20</b> 60% <b>Baseline</b> 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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>D. Develop a framework for MTSS implementation, with the main focus on Tier 1 academic and behavior support</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> Specific Schools: MSA Bell, All Schools</p>	<p>CCSS textbooks and supplementals 4000-4999: Books And Supplies LCFF \$52,779</p> <p>CCSA PD and MTSS (5000s) 5000-5999: Services And Other Operating Expenditures LCFF \$350,000</p>	<p>(1000s and 3000s) - Staff Salaries 1000-3000: Salary and Benefits After School Education and Safety (ASES) \$115,403.37</p> <p>CCSA Textbooks 4000-4999: Books And Supplies LCFF \$84,415.61</p> <p>CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base \$52,106.99</p> <p>CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$5,435.00</p> <p>CCSA and MTSS and Other School Goals/Functions Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$26,701.56</p> <p>Facility - LAUSD 5000-5999: Services And Other Operating Expenditures LCFF \$378,276.00</p>
<p>Supplemental</p> <p>A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School</p> <p>B. Cloud-Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam</p>	<p>After-School Support (ASES stipends) 1000-3000: Salary and Benefits After School Education and Safety (ASES) \$5000</p>	<p>After-School Support (ASES stipends) 1000-3000: Salary and Benefits After School Education and Safety (ASES) \$13,460</p> <p>Educational Software 4000-4999: Books And Supplies LCFF 5192</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>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</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b></p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> Specific Schools: MSA Bell – all schools</p>	<p>Educational Software (MyOn, Paper) 4000-4999: Books And Supplies Title I \$41,604</p>	<p>Educational Software 4000-4999: Books And Supplies Title I \$36,345.06</p> <p>Educational Software (ASES Function) 4000-4999: Books And Supplies After School Education and Safety (ASES) \$1,750.00</p> <p>Saturday School 1000-3000: Salary and Benefits Title I \$5,400</p>

## 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.

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
<p><b>Metric/Indicator</b> 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.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> 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.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20: 18%</p>

Expected	Actual
<p>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.</p> <p><b>19-20</b> &gt;20%</p> <p><b>Baseline</b> 20%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates will receive a blended learning educational experience in their program of study.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo.</p> <p><b>19-20</b> &gt;80%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. Provide an educational program that allows students to enhance their learning experience through STEAM.</p>	<p>Student Instructional Materials 4000-4999: Books And Supplies LCFF \$15,000</p>	<p>Student Instructional Materials 4000-4999: Books And Supplies LCFF \$7,963.81</p>
<p>B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring.</p>	<p>Student Instructional Materials (Electives) 4000-4999: Books And Supplies LCFF \$5,000</p>	<p>Student Instructional Materials (Electives) 4000-4999: Books And Supplies LCFF \$2,263.78</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>C. Provide access to technology that extends beyond the school walls. (Ex. Chromebooks for 6th grade)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> Specific Schools: MSA Bell, All Schools</p>	<p>Technology Services 5000-5999: Services And Other Operating Expenditures LCFF \$7,000</p> <p>Telecommunication (Internet and Phone System) 5000-5999: Services And Other Operating Expenditures LCFF \$45,000</p> <p>Chromebooks 4000-4999: Books And Supplies LCFF \$25,000</p>	<p>Technology: iTV's 4000-4999: Books And Supplies Title IV \$14,351.67</p> <p>Technology Services 5000-5999: Services And Other Operating Expenditures LCFF \$22,440</p> <p>Telecommunication (Internet and Phone System) 5000-5999: Services And Other Operating Expenditures LCFF \$30,439.33</p> <p>Chromebooks 4000-4999: Books And Supplies LCFF \$22,477.90</p>
<p>Supplemental Services</p> <p>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.</p> <p>B. Provide training and regular updates to all staff in trauma informed practices.</p> <p>C. Provide essentials nourishment for all students to successful function in the learning environment by providing breakfast and lunch, through LA Café (LAUSD) services.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b></p>	<p>Student Nutrition 4000-4999: Books And Supplies LCFF \$123,000.00</p> <p>Student Services (Counseling: CSUN &amp; USC) 5000-5999: Services And Other Operating Expenditures Title I \$11,000</p>	<p>Student Nutrition 4000-4999: Books And Supplies LCFF \$69,961.02</p> <p>Student Services (Counseling: CSUN &amp; USC) 5000-5999: Services And Other Operating Expenditures Title I \$3,415</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  Specific Schools: MSA Bell – all schools</p>		

## 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.

- 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
<b>Metric/Indicator</b> Number of SSC meetings per year <b>19-20</b> >4 <b>Baseline</b> 4	2019-20: 5 (in progress)
<b>Metric/Indicator</b> Number of ELAC meetings per year <b>19-20</b> >4 <b>Baseline</b> 4	2019-20: 4 (in progress)
<b>Metric/Indicator</b> Number of PTF meetings per year <b>19-20</b> >5 <b>Baseline</b> 5	2019-20: 5 (in progress)

Expected	Actual
<p><b>Metric/Indicator</b> Number of activities/events for parent involvement per year</p> <p><b>19-20</b> &gt;5</p> <p><b>Baseline</b> 5</p>	<p>2019-20: 5 (in progress)</p>
<p><b>Metric/Indicator</b> Frequency of SIS record update</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to families per year.</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 3 (in progress)</p>
<p><b>Metric/Indicator</b> Percentage of students who have been –visited by the staff per year</p> <p><b>19-20</b> &gt;25%</p> <p><b>Baseline</b> 20%</p>	<p>2019-20: 15% (in progress)</p>
<p><b>Metric/Indicator</b> ADA Rate</p> <p><b>19-20</b> &gt;96%</p> <p><b>Baseline</b></p>	<p>2019-20: 96.93%</p>

Expected	Actual
97%	
<b>Metric/Indicator</b> Chronic Absenteeism Rate  <b>19-20</b> <4%  <b>Baseline</b> 4.4%	2019-20: 3.3%
<b>Metric/Indicator</b> Middle School Dropout Rate  <b>19-20</b> <1%  <b>Baseline</b> 0%	2019-20: 0 (in progress)
<b>Metric/Indicator</b> Student Suspension Rate  <b>19-20</b> <1%  <b>Baseline</b> .1%	2019-20: 0% (in progress)
<b>Metric/Indicator</b> Student expulsion rate  <b>19-20</b> <1%  <b>Baseline</b> 0%	2019-20: 0% (in progress)
<b>Metric/Indicator</b> School experience survey participation rates  <b>19-20</b> Students: >90% Families: >90%	2019-20 Survey Participation Rates: Students: 97% Families: 87.3% Staff: 100%

Expected	Actual
<p>Staff: &gt;90%</p> <p><b>Baseline</b>                      Students: 94%                      Families: 100%                      Staff: 100%</p>	
<p><b>Metric/Indicator</b>                      School experience survey average approval rates</p> <p><b>19-20</b>                      Students: &gt;80%                      Families: &gt;90%                      Staff: &gt;85%</p> <p><b>Baseline</b>                      Students: 83%                      Families: 96%                      Staff: 89%</p>	<p>2019-20 Survey Average Approval Rates:                      Students: 70%                      Families: 96%                      Staff: 88%</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A. PBIS – develop a strategy to encourage good behavior</p> <p>B. Continue to develop various methods of communication with all stakeholders</p> <p>C. Transition to installation of cloud services used on our campus (Illuminate, Parent Square, Summit Learning Platform)</p>		

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>D. Restructure after-school program, Magnolia Scholar's Club, to better align with CASEL framework.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> Specific Schools: MSA Bell, All Schools</p>		
<p>Supplemental Services</p> <p>A. In order to engage families and connected with all the academic aspects of our school, staff will conduct home visits.</p> <p>B. Family workshops will be created to support various aspects of adolescent and career/college readiness.</p> <p>C. Provide snacks and beverages for various family engagement educational meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b></p>	<p>Home Visits 1000-3000: Salary and Benefits Title I \$7,700</p> <p>Other Food/Professional Development and ASES 4000-4999: Books And Supplies LCFF \$3,000</p>	<p>Home Visits 1000-3000: Salary and Benefits Title I \$7,700</p> <p>Other Food/Professional Development and ASES 4000-4999: Books And Supplies LCFF \$4,238.89</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  Specific Schools: MSA Bell – all schools</p>		

## 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.

- 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 ParentSquare. Furthermore, short informational video postings were generated for families to access at their convenience.

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.

## 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 be 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](mailto: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	3,656,447.00	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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	3,414,747.00	3,893,012.86
<b>Goal 2</b>	231,000.00	173,312.51
<b>Goal 3</b>	10,700.00	11,938.89

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$604,063.00	\$499,899.00
<b>Distance Learning Program</b>	\$204,513.00	\$279,676.00
<b>Pupil Learning Loss</b>	\$221,112.00	\$211,552.00
<b>Additional Actions and Plan Requirements</b>	\$1,501,436.00	\$1,100,974.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,531,124.00</b>	<b>\$2,092,101.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$411,244.00	\$395,858.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>	\$148,040.00	\$148,040.00
<b>Additional Actions and Plan Requirements</b>	\$533,900.00	\$437,920.40
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,093,184.00</b>	<b>\$981,818.40</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$192,819.00	\$104,041.00
<b>Distance Learning Program</b>	\$204,513.00	\$279,676.00
<b>Pupil Learning Loss</b>	\$73,072.00	\$63,512.00
<b>Additional Actions and Plan Requirements</b>	\$967,536.00	\$663,053.60
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,437,940.00</b>	<b>\$1,110,282.60</b>

# 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 refined 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 reinstating 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.

#### SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all stakeholders.

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. Based on surveys and organized meetings with stakeholders, many are pleased with the program and direction. MSA Bell will continue to strive for excellence to provide students with opportunities for growth and social mobility.

#### 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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,</p>	\$363,310.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$544,848.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, and water.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$124,000.00	Yes
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$877,325.00	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: <ul style="list-style-type: none"> <li>All Students: 45.06%</li> <li>English Learners: 6.67%</li> <li>Socioeconomically Disadvantaged: 41.84%</li> <li>Students with Disabilities: 14.29%</li> <li>Hispanic: 44.20%</li> <li>White: 31.71%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 48.00%</li> <li>English Learners: 11.00%</li> <li>Socioeconomically Disadvantaged: 48.00%</li> <li>Students with Disabilities: 21.00%</li> <li>Hispanic: 50.00%</li> <li>White: 37.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 17.7 points below standard</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 11.0 points below standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• English Learners: 70.7 points below standard</li> <li>• Socioeconomically Disadvantaged: 19.8 points below standard</li> <li>• Students with Disabilities: 88.3 points below standard</li> <li>• Homeless: 24.9 points below standard</li> <li>• Hispanic: 15.7 points below standard</li> <li>• White: 37.8 points above standard</li> </ul>				<ul style="list-style-type: none"> <li>• English Learners: 64.0 points below standard</li> <li>• Socioeconomically Disadvantaged: 12.0 points below standard</li> <li>• Students with Disabilities: 77.0 points below standard</li> <li>• Homeless: 17.0 points below standard</li> <li>• Hispanic: 9.0 points below standard</li> <li>• White: 30.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall	2020-21: <ul style="list-style-type: none"> <li>• All Students: 49.8%</li> <li>• English Learners: 40.8%</li> <li>• Socioeconomically</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>• All Students: 65.0%</li> <li>• English Learners: 65.0%</li> <li>• Socioeconomically</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to spring (Source: NWEA MAP)	Disadvantaged: 50.6% <ul style="list-style-type: none"> <li>Students with Disabilities: 29.3%</li> <li>Hispanic: 50.5%</li> <li>White: 42.9%</li> </ul>				Disadvantaged: 65.0% <ul style="list-style-type: none"> <li>Students with Disabilities: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 23.86%</li> <li>English Learners: 5.00%</li> <li>Socioeconomically Disadvantaged: 23.53%</li> <li>Students with Disabilities: 10.20%</li> <li>Hispanic: 23.73%</li> <li>White: 24.39%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 30.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 30.00%</li> <li>Students with Disabilities: 17.00%</li> <li>Hispanic: 30.00%</li> <li>White: 30.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 74.0 points below standard</li> <li>English Learners:</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 68.0 points below standard</li> <li>English Learners:</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CA School Dashboard)	<p>127.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 73.8 points below standard</li> <li>Students with Disabilities: 142.9 points below standard</li> <li>Homeless: 53.0 points below standard</li> <li>Hispanic: 74.3 points below standard</li> <li>White: 73.4 points above standard</li> </ul>				<p>110.0 points below standard</p> <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 68.0 points below standard</li> <li>Students with Disabilities: 115.0 points below standard</li> <li>Homeless: 47.0 points below standard</li> <li>Hispanic: 68.0 points below standard</li> <li>White: 68.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 48.5%</li> <li>English Learners: 57.1%</li> <li>Socioeconomically Disadvantaged: 47.2%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 65.0%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 42.5%</li> <li>Hispanic: 47.1%</li> <li>White: 65.7%</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 70.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 29.77%</li> <li>English Learners: 0.00%</li> <li>Socioeconomically Disadvantaged: 30.87%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 35.00%</li> <li>English Learners: 10.00%</li> <li>Socioeconomically Disadvantaged: 37.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Students with Disabilities: 4.55%</li> <li>Hispanic: 31.90%</li> <li>White: 7.69%</li> </ul>				<ul style="list-style-type: none"> <li>Students with Disabilities: 11.00%</li> <li>Hispanic: 37.00%</li> <li>White: 14.00%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,334,083.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional development for high-quality instruction	<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Services &amp; Other Operating Expenses - Professional Development: Resource: Title II, Part A; Amount: \$18,382</li> </ul>	\$61,768.00	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	\$558,498.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.)</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software: Resource: Title IV; Amount: \$11,788</li> </ul>		
4	Designated and integrated ELD programs	<p>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</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.</p> <p>Expenditures associated with this action include the following: MPS ELD Coordinator salary and benefits, EL instructional aide salary and benefits</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to</p>	\$1,044,081.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		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
		<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science and math competition/program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>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.</p> <p>Expenditures associated with this action include the following:</p>	\$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>computer teacher salary and benefits, and internet security program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Educational Software: Resource: Title IV, Part A, Amount: \$3,000</li> </ul>		
<b>4</b>	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$226,159.00	Yes
<b>5</b>	Additional programs and activities that	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc.</p>	\$377,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support well-rounded education	<p>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, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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.

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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) 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

Action #	Title	Description	Total Funds	Contributing
		<p>income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, 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</p>	\$184,042.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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 &amp; Community Engagement salary and benefits, and Office Manager/Administrative assistant salaries and benefits.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 1100 Teacher Salaries - Home Visits: Resource: Title I, Part A; Amount: \$11,010</li> <li>• 5800 Professional Services: Resource: Title 1, Part 1: \$2,500</li> </ul>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize</p>	\$248,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$5,000</li> </ul>		
4	Annual stakeholder surveys	<p>Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>analyze the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$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.

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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## 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
30.12%	\$1,050,153

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 assessments, Title-funded activities and budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$4,308,390.00	\$1,040,641.00	\$113,850.00	\$668,569.00	\$6,131,450.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,025,703.00	\$2,105,747.00

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	\$329,513.00	\$23,797.00		\$10,000.00	\$363,310.00
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	\$877,325.00				\$877,325.00
2	1	All	Broad course of study and standards-based curriculum	\$1,063,837.00	\$128,850.00		\$141,396.00	\$1,334,083.00
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$38,884.00	\$4,500.00		\$18,384.00	\$61,768.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$249,940.00	\$93,649.00		\$214,909.00	\$558,498.00
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	\$250,304.00	\$743,464.00		\$50,313.00	\$1,044,081.00
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	\$7,500.00			\$3,000.00	\$10,500.00
3	4	Low Income	Physical education, activity, and fitness	\$226,159.00				\$226,159.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$264,096.00		\$113,850.00		\$377,946.00
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	\$166,469.00	\$4,063.00		\$13,510.00	\$184,042.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$158,863.00	\$41,318.00		\$48,629.00	\$248,810.00
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
<b>Total:</b>	\$1,258,911.00	\$1,947,303.00
<b>LEA-wide Total:</b>	\$1,258,911.00	\$1,947,303.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$38,884.00	\$61,768.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,940.00	\$558,498.00
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	\$7,500.00	\$10,500.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$226,159.00	\$226,159.00

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	\$264,096.00	\$377,946.00
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	\$166,469.00	\$184,042.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,863.00	\$248,810.00
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



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

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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](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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy - Santa Ana
<b>CDS Code:</b>	30-76893-0130765
<b>LEA Contact Information:</b>	Name: Steven Keskindurk Position: Principal Email: skeskindurk@magnoliapublicschools.org Phone: (714) 479-0115
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$6,194,583
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,448,867
<b>All Other State Funds</b>	\$1,293,137
<b>All Local Funds</b>	\$20,000
<b>All federal funds</b>	\$1,394,270
<b>Total Projected Revenue</b>	\$8,901,990

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$8,722,199
<b>Total Budgeted Expenditures in the LCAP</b>	\$8,722,199
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,954,685
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$188,700
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$197,994

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$505,818
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$9,294

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

CDS Code: 30-76893-0130765

School Year: 2021-22

LEA contact information:

Steven Keskinturk

Principal

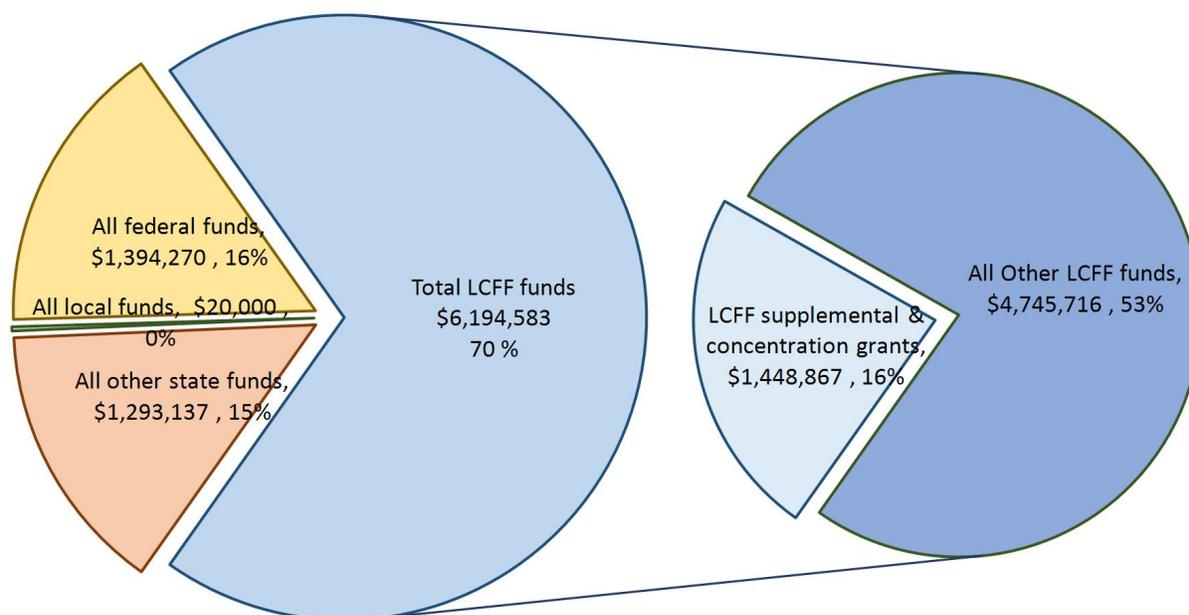
skeskinturk@magnoliapublicschools.org

(714) 479-0115

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



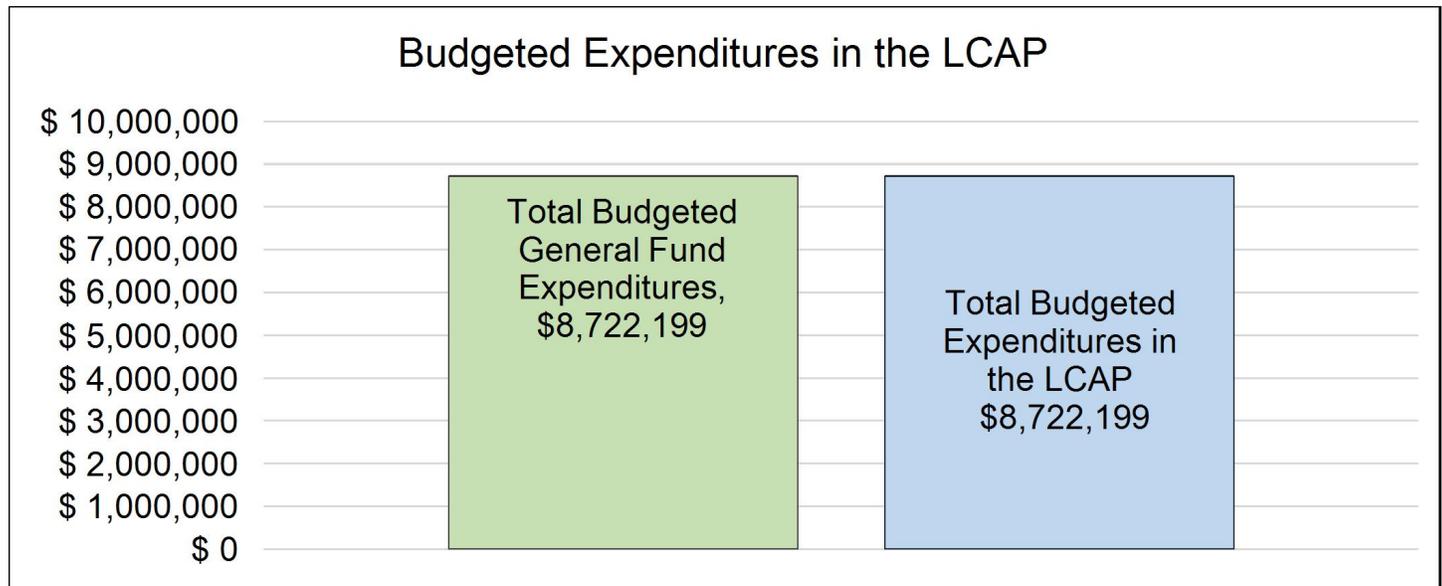
This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy - Santa Ana is \$8,901,990, of which \$6,194,583 is Local Control Funding Formula (LCFF), \$1,293,137 is other state funds, \$20,000 is local

funds, and \$1,394,270 is federal funds. Of the \$6,194,583 in LCFF Funds, \$1,448,867 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy - Santa Ana plans to spend \$8,722,199 for the 2021-22 school year. Of that amount, \$8,722,199 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

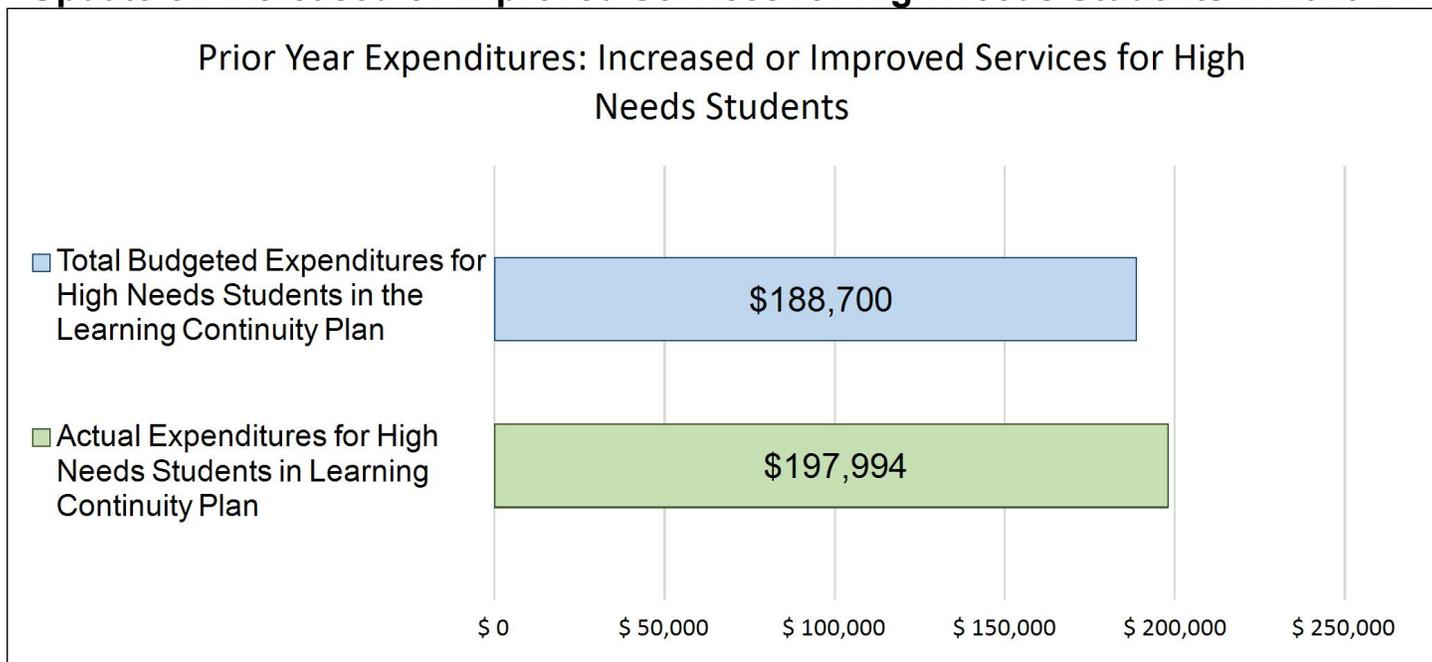
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy - Santa Ana is projecting it will receive \$1,448,867 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend \$1,954,685 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy - Santa Ana's Learning Continuity Plan budgeted \$188,700 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent \$197,994 for actions to increase or improve services for high needs students in 2020-21.

# 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 Keskindurk 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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b></p>	<p>2019-20:            100%</p>

Expected	Actual
<p>&gt;90%</p> <p><b>Baseline</b> &gt;90%</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPPELA/ Literacy assessments (Grades 3-8):</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 2016-17 (Baseline): All Students: 47% English Learners: 3% Socioeconomically Disadvantaged: 44% Students with Disabilities: 7% Homeless: 50% Hispanic: 43% White: 74%</p>	<p>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%</p>
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPPELA/ Literacy assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected):</p>	<p>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</p>

Expected	Actual
<p>All Students: 3 points up from the prior year  English Learners: 3 points up from the prior year  Socioeconomically Disadvantaged: 3 points up from the prior year  Students with Disabilities: 3 points up from the prior year  Homeless: 3 points up from the prior year  Hispanic: 3 points up from the prior year  White: 3 points up from the prior year</p> <p><b>Baseline</b>  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</p>	<p>Hispanic: 42.8 points below standard  White: 83.9 points above standard</p>
<p><b>Metric/Indicator</b>  Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p> <p><b>19-20</b>  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</p>	<p>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%</p>

Expected	Actual
<p><b>Baseline</b>            2016-17 (Baseline):            All Students: 33%            English Learners: 15%            Socioeconomically Disadvantaged: 29%            Students with Disabilities: 8%            Homeless: NA            Hispanic: 20%            White: 61%</p>	
<p><b>Metric/Indicator</b>            Percentage of students performing proficient on the CAASPP Mathematics assessments (Grades 3-8):</p> <p><b>19-20</b>            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</p> <p><b>Baseline</b>            2016-17 (Baseline):            All Students: 33%            English Learners: 5%            Socioeconomically Disadvantaged: 30%            Students with Disabilities: 7%            Homeless: 50%            Hispanic: 28%            White: 74%</p>	<p>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%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPPMathematics assessments (Grades 3-8)</p> <p><b>19-20</b> 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</p> <p><b>Baseline</b> 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</p>	<p>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</p>
<p><b>Metric/Indicator</b> Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)</p> <p><b>19-20</b> 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</p>	<p>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%</p>

Expected	Actual
<p>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</p> <p><b>Baseline</b>  2016-17 (Baseline):  All Students: 31%  English Learners: 17%  Socioeconomically Disadvantaged: 26%  Students with Disabilities: 7%  Homeless: NA  Hispanic: 22%  White: 55%</p>	
<p><b>Metric/Indicator</b>  Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b>  1 percentage points up from the prior year</p> <p><b>Baseline</b>  73.5%</p>	<p>2019-20:  ??</p>
<p><b>Metric/Indicator</b>  Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p><b>19-20</b>  2 percentage point up from the prior year</p> <p><b>Baseline</b>  21.95%</p>	<p>2019-20:  17.1%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:  81.0%</p>

Expected	Actual
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p><b>19-20</b> 2 percentage point up from the prior year</p> <p><b>Baseline</b> 45%</p>	
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 60%</p>	<p>2019-20: 54%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 20.5%</p>	<p>2019-20: 34.6%</p>
<p><b>Metric/Indicator</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 90%</p>	<p>2019-20: 80.8%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:</p>

Expected	Actual
<p>Percentage of students in grades 9-11 who will participate in the PSAT test</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	100%
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 50%</p>	2019-20: 60%

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	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
<p>review budget and plan to ensure adequate budget for instructional materials.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Instructional materials 4000-4999: Books And Supplies Base \$70,000</p>	<p>Instructional materials 4000-4999: Books And Supplies Base \$74,000</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Janitorial services (5000)(Base) 1000-3000: Salary and Benefits Base \$110,000</p> <p>Custodian Supplies 4000-4999: Books And Supplies Base \$35,000</p>	<p>Custodian Salaries and Benefits 1000-3000: Salary and Benefits Base \$120,000</p> <p>Custodian Supplies 4000-4999: Books And Supplies Base \$15,000</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>\$30,000 Professional Development (5000)(Base); \$4,000 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base \$34,000</p>	<p>\$30,000 Professional Development (5000)(Base); \$4,000 TeachBoost fees (5000)(Base) 5000-5999: Services And Other Operating Expenditures Base \$25,000</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>	<p>EL Coordinator stipend 1000-1999: Certificated Personnel Salaries Title I \$5,000</p>	<p>EL Coordinator stipend 1000-1999: Certificated Personnel Salaries Title I \$5,000</p>
<p>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.</p> <p>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.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$20,000</p> <p>Two teacher aide salaries 2000-2999: Classified Personnel Salaries Title I \$40,000</p> <p>Benefits 3000-3999: Employee Benefits Title I \$15,000</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$25,700</p> <p>Two teacher aide salaries 2000-2999: Classified Personnel Salaries Title I \$35,000</p> <p>Benefits 3000-3999: Employee Benefits Title I \$12,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Two deans of academics salaries 1000-1999: Certificated Personnel Salaries Base \$178,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$55,000</p> <p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures Base \$9,300</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$8,600</p>	<p>Two deans of academics salaries 1000-1999: Certificated Personnel Salaries Base \$178,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$55,000</p> <p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures Base \$9,300</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$8,600</p>
<p>Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Base \$35,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$7,500</p>	<p>College Counselor 1000-1999: Certificated Personnel Salaries Base \$35,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$7,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures Base \$5,300</p> <p>College preparation materials 4000-4999: Books And Supplies Base \$3,000</p>	<p>Naviance program 5000-5999: Services And Other Operating Expenditures Base \$3,687</p> <p>College preparation materials 4000-4999: Books And Supplies Base \$3,000</p>

## 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
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20: 5%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 10%</p> <p><b>Baseline</b> 3%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> &gt;90%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$2,065,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$592,000</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$2,065,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$592,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$20,000</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$12,029</p> <p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$15,000</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Principal salary 1000-1999: Certificated Personnel Salaries Base \$132,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$38,000</p>	<p>1 Principal salary 1000-1999: Certificated Personnel Salaries Base \$132,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$38,000</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base \$62,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$12,100</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base 63000</p> <p>Benefits 3000-3999: Employee Benefits Base 21000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Computer/Technology teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base \$82,000</p> <p>Computers; 4000-4999: Books And Supplies Base \$10,000</p> <p>Technology expenses 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>	<p>1 Computer/Technology teacher salary and benefits 1000-1999: Certificated Personnel Salaries Base \$105,000</p> <p>Computers; 4000-4999: Books And Supplies Base \$7,800</p> <p>Technology expenses 5000-5999: Services And Other Operating Expenditures Base \$15,000</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		

## 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
<p><b>Metric/Indicator</b> Number of SSC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of ELAC meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Number of PTF meetings per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>

Expected	Actual
<p><b>Metric/Indicator</b> Number of activities/events for parent involvement per year</p> <p><b>19-20</b> 5</p> <p><b>Baseline</b> 5</p>	<p>2019-20: 5</p>
<p><b>Metric/Indicator</b> Frequency of SIS record updates</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to parents per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Percentage of students who have been home-visited by the teachers per year</p> <p><b>19-20</b> 25%</p> <p><b>Baseline</b> 13%</p>	<p>2019-20: 15.2%</p>
<p><b>Metric/Indicator</b> ADA rate</p> <p><b>19-20</b> 97%</p> <p><b>Baseline</b></p>	<p>2019-20: 96.66%</p>

Expected	Actual
96%	
<b>Metric/Indicator</b> Chronic absenteeism rate <b>19-20</b> <6% <b>Baseline</b> 5.2%	2019-20: 5.9%
<b>Metric/Indicator</b> Middle school dropout rate <b>19-20</b> 0% <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> High school dropout rate <b>19-20</b> 0% <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> Four-year cohort graduation rate <b>19-20</b> 100% <b>Baseline</b> 100%	2019-20: 100%
<b>Metric/Indicator</b> Student suspension rate <b>19-20</b> <1%	2019-20: 0%

Expected	Actual
<p><b>Baseline</b> 0.9%</p>	
<p><b>Metric/Indicator</b> Student expulsion rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>2019-20: 0%</p>
<p><b>Metric/Indicator</b> School experience survey participation rates</p> <p><b>19-20</b> Students: 93.6% Families: 62.1% Staff: 96.3%</p> <p><b>Baseline</b> Students: 90.3% Families: 80.2% Staff: 73.6%</p>	<p>2019-20: Students: 97.1% Families: 100% Staff: 98.5%</p>
<p><b>Metric/Indicator</b> School experience survey average approval rates</p> <p><b>19-20</b> Students: 59% Families: 89% Staff: 72%</p> <p><b>Baseline</b> Students: 65% Families: 90% Staff: 79%</p>	<p>2019-20: Students: 77% Families: 94% Staff: 84%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>4000-4999: Books And Supplies Donations \$0</p>	<p>Parent meetings 4000-4999: Books And Supplies Donations \$1,000</p>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$2,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$2,000</p>
<p>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.</p>	<p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures Base \$9,300</p>	<p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures Base \$6,700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Home visit compensation 1000-3000: Salary and Benefits Title I \$14,000</p>	<p>Home visit compensation 1000-3000: Salary and Benefits Title I \$8,250</p>
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p>	<p>School Psychologist and Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$16,000</p>	<p>School Psychologist and Counselor salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$25000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base \$83,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$24,900</p> <p>ParentReach notification program 5000-5999: Services And Other Operating Expenditures Base \$3,500</p>	<p>1 Office Manager and 1 Office Clerk salaries 2000-2999: Classified Personnel Salaries Base \$83,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$34,900</p> <p>ParentReach notification program 5000-5999: Services And Other Operating Expenditures Base \$3,360</p>
<p>Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$9,000</p>	<p>Online courses 5000-5999: Services And Other Operating Expenditures Base \$10,333</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries Base \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$24,000</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries Base \$80,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$29,000</p>
<p>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.</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Panorama Education surveys  5000-5999: Services And Other  Operating Expenditures Base  \$2,500</p>	<p>Panorama Education surveys  5000-5999: Services And Other  Operating Expenditures Base  \$2,500</p>

## 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 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

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.

## 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](mailto: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		
	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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	684,700.00	643,787.00
<b>Goal 2</b>	3,038,100.00	3,065,829.00
<b>Goal 3</b>	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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$222,000.00	\$236,744.00
<b>Distance Learning Program</b>	\$65,000.00	\$33,300.00
<b>Pupil Learning Loss</b>	\$30,700.00	\$30,950.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$317,700.00	\$300,994.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$129,000.00	\$103,000.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$129,000.00	\$103,000.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$93,000.00	\$133,744.00
<b>Distance Learning Program</b>	\$65,000.00	\$33,300.00
<b>Pupil Learning Loss</b>	\$30,700.00	\$30,950.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$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 a 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.). This year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

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 after school 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 2016 through the 2019 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.
- 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.

- According to our 2019-20 Dashboard data, our College/Career Indicator (CCI) 77.8% prepared and 18.5% approaching prepared, in a total of 96.3% college readiness.

Here is a summary of what our stakeholders “like the most about our school  
“WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?”

**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 a small class size, and the friends that they’ve made!

**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 one 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.

## 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 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 intervention 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 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. After school, focusing on our Tier II students, students at the CAASPP standards nearly met and not met, and our Tier III students. They 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 partner 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 our stakeholders' 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, and the restrictions to bathroom usage.

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 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 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 45 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.

MSASA 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. MSASA will continue to provide students with individualized support and a program that identifies their learning styles, personalities, interests, and career plans to make every learner college- and career-ready. MSASA 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.

#### SELPA Feedback:

Our SELPA recommendation included a series of guiding questions to facilitate the process and ensure specific metrics related to academic and socioemotional supports are provided to all students, especially students with disabilities. Based on these recommendations Goal 2, Action 5 summarizes supports and services for students with disabilities. Further work will continue in this area to ensure the embedment of SEP goals/plans in order to have a centralized plan that is accessible to all stakeholders.

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. Based on surveys and organized meetings with stakeholders, many are pleased with the program and direction. MSASA will continue to strive for excellence to provide students with opportunities for growth and social mobility.

#### 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	<b>BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT:</b> 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>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,</p>	\$1,035,721.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$563,491.00	No

Action #	Title	Description	Total Funds	Contributing
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$2,000.00	Yes
5	Well-orchestrated Home Office support services	<p>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.</p> <p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p>	\$1,538,903.00	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) 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: <ul style="list-style-type: none"> <li>All Students: 34.23%</li> <li>English Learners: 9.28%</li> <li>Socioeconomically Disadvantaged: 32.47%</li> <li>Students with Disabilities: 12.07%</li> <li>Homeless: 32.43%</li> <li>Hispanic: 31.18%</li> <li>White: 73.33%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 38.00%</li> <li>English Learners: 12.00%</li> <li>Socioeconomically Disadvantaged: 38.00%</li> <li>Students with Disabilities: 16.00%</li> <li>Homeless: 38.0%</li> <li>Hispanic: 37.00%</li> <li>White: 74.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-ELA/Literacy assessments (Source:	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 34.5 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 28.0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard)	<p>below standard</p> <ul style="list-style-type: none"> <li>English Learners: 68.0 points below standard</li> <li>Socioeconomically Disadvantaged: 40.2 points below standard</li> <li>Students with Disabilities: 80.2 points below standard</li> <li>Homeless: 28.8 points below standard</li> <li>Hispanic: 42.8 points below standard</li> <li>White: 83.9 points above standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>English Learners: 60.0 points below standard</li> <li>Socioeconomically Disadvantaged: 33.0 points below standard</li> <li>Students with Disabilities: 72.0 points below standard</li> <li>Homeless: 22.0 points below standard</li> <li>Hispanic: 36.0 points below standard</li> <li>White: 80.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 42.7%</li> <li>English Learners: 40.3%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 60.0%</li> <li>English Learners: 54.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 43.3%</li> <li>Students with Disabilities: 36.5%</li> <li>Hispanic: 42.6%</li> <li>White: 31.3%</li> </ul>				<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 60.0%</li> <li>Students with Disabilities: 58.0%</li> <li>Hispanic: 60.0%</li> <li>White: 44.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>All Students: 28.61%</li> <li>English Learners: 10.0%</li> <li>Socioeconomically Disadvantaged: 26.36%</li> <li>Students with Disabilities: 12.06%</li> <li>Homeless: 27.03%</li> <li>Hispanic: 25.29%</li> <li>White: 73.33%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 32.00%</li> <li>English Learners: 15.00%</li> <li>Socioeconomically Disadvantaged: 32.00%</li> <li>Students with Disabilities: 16.00%</li> <li>Homeless: 32.0%</li> <li>Hispanic: 32.00%</li> <li>White: 75.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 50.8 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 42.0 points</li> </ul>

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)	<p>below standard</p> <ul style="list-style-type: none"> <li>English Learners: 79.4 points below standard</li> <li>Socioeconomically Disadvantaged: 56.4 points below standard</li> <li>Students with Disabilities: 93.6 points below standard</li> <li>Homeless: 54.7 points below standard</li> <li>Hispanic: 60.3 points below standard</li> <li>White: 73.0 points above standard</li> </ul>				<p>below standard</p> <ul style="list-style-type: none"> <li>English Learners: 73.0 points below standard</li> <li>Socioeconomically Disadvantaged: 50.0 points below standard</li> <li>Students with Disabilities: 85.0 points below standard</li> <li>Homeless: 46.0 points below standard</li> <li>Hispanic: 52.0 points below standard</li> <li>White: 50.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics	<p>2020-21:</p> <ul style="list-style-type: none"> <li>All Students: 40.5%</li> <li>English Learners: 35.9%</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>All Students: 50.0%</li> <li>English Learners: 44.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment from fall to spring (Source: NWEA MAP)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 40.0%</li> <li>Students with Disabilities: 32.9%</li> <li>Hispanic: 39.7%</li> <li>White: 44.4%</li> </ul>				<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 50.0%</li> <li>Students with Disabilities: 51.0%</li> <li>Hispanic: 50.0%</li> <li>White: 55.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 16.47%</li> <li>English Learners: 1.92%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 20.00%</li> <li>English Learners: 10.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 16.54%</li> <li>Students with Disabilities: 0.00%</li> <li>Homeless: 17.65%</li> <li>Hispanic: 14.58%</li> <li>White: 30.76%</li> </ul>				<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 20.00%</li> <li>Students with Disabilities: 10.00%</li> <li>Homeless: 20.0%</li> <li>Hispanic: 20.00%</li> <li>White: 32.0%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p>	\$2,477,676.00	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	<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Professional development expenses: Resource: Title II, Part A; Amount: \$45,000</li> </ul>	\$57,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>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.)</p> <p>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.)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software: Resource: Title I, Part A; Amount: \$30,234</li> <li>• Educational Software: Resource: Title IV, Part A; Amount: \$14,000</li> </ul>	\$630,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Designated and integrated ELD programs	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		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	\$1,147,597.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• 2100 Instructional Aide Salaries: Resource: Title I, Part A; Amount: \$155,796</li> <li>• 3100 STRS: Resource: Title I, Part A; Amount: \$6,449</li> <li>• 3200 PERS: Resource: Title I, Part A; Amount: \$26,959</li> <li>• 3300 OASDI/Medicare: Resource: Title I, Part A; Amount: \$9,555</li> <li>• 3400 Health &amp; Welfare Benefits: Resource: Title I, Part A; Amount: \$15,541</li> <li>• 3500 Unemployment Insurance: Resource: Title I, Part A; Amount: \$588</li> </ul>		

## 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	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software: Resource: Title IV, Part A; Amount: \$4,866</li> </ul>	\$98,331.00	Yes
2	STEAM and GATE programs	<p>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</p>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software: Resource: Title IV, Part A; Amount: \$500</li> </ul>		
3	Digital literacy and citizenship programs	<p>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.</p> <p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$105,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Educational Software: Resource: Title IV, Part A; Amount: \$400</li> </ul>	\$185,694.00	Yes
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities,</p>	\$538,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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	<p>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 provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		Yes
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, 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</p>	\$224,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Teacher Salaries: Resource: Title I, Part A; Amount: \$12,000</li> <li>• Professional Services: Resource: Title I, Part A; Amount: \$25,000</li> </ul>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and</p>	\$269,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$2,000</li> </ul>		
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	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$10,000.00	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
30.53%	\$1,448,867

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced

Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, and college acceptance rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 provides 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 budgets, 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 materials, 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 achievements 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 the survey results to identify the 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
\$6,729,099.00	\$1,269,612.00	\$30,000.00	\$893,478.00	\$8,922,189.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,640,723.00	\$3,281,466.00

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	\$864,049.00	\$26,672.00		\$145,000.00	\$1,035,721.00
1	3	All	Clean and safe facilities that support learning	\$466,963.00	\$41,528.00		\$55,000.00	\$563,491.00
1	4	Low Income	Healthy and nutritious meals	\$2,000.00				\$2,000.00
1	5	All	Well-orchestrated Home Office support services	\$1,538,903.00				\$1,538,903.00
2	1	All	Broad course of study and standards-based curriculum	\$2,286,006.00			\$191,670.00	\$2,477,676.00
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	\$457,374.00	\$128,688.00		\$44,234.00	\$630,296.00
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	\$188,711.00	\$679,975.00		\$278,911.00	\$1,147,597.00
3	1	English Learners Foster Youth Low Income	College/Career readiness programs and activities	\$93,465.00			\$4,866.00	\$98,331.00

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				\$500.00	\$500.00
3	3	English Learners Foster Youth Low Income	Digital literacy and citizenship programs	\$105,765.00				\$105,765.00
3	4	Low Income	Physical education, activity, and fitness	\$96,397.00			\$89,297.00	\$185,694.00
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$212,079.00	\$296,450.00	\$30,000.00		\$538,529.00
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	\$187,715.00			\$37,000.00	\$224,715.00
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$171,222.00	\$96,299.00		\$2,000.00	\$269,521.00
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	\$10,000.00				\$10,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,350,717.00	\$2,125,051.00
<b>LEA-wide Total:</b>	\$1,350,717.00	\$2,125,051.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$457,374.00	\$630,296.00
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	\$93,465.00	\$98,331.00
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	\$105,765.00	\$105,765.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$96,397.00	\$185,694.00

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	\$212,079.00	\$538,529.00
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	\$187,715.00	\$224,715.00
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,222.00	\$269,521.00
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	\$10,000.00	\$10,000.00



# 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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Magnolia Science Academy San Diego
<b>CDS Code:</b>	37-68338-0109157
<b>LEA Contact Information:</b>	Name: Gokhan Serce Position: Principal Email: gserce@magnoliapublicschools.org Phone: (619) 644-1300
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,660,985
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$263,760
<b>All Other State Funds</b>	\$706,901
<b>All Local Funds</b>	\$55,000
<b>All federal funds</b>	\$356,464
<b>Total Projected Revenue</b>	\$4,779,350

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$4,780,734
<b>Total Budgeted Expenditures in the LCAP</b>	\$4,780,734
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,023,536
<b>Expenditures not in the LCAP</b>	\$0

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$56,750
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$59,829

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$759,776
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$3,079

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund budget expenditures have been included in the LCAP.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego

CDS Code: 37-68338-0109157

School Year: 2021-22

LEA contact information:

Gokhan Serce

Principal

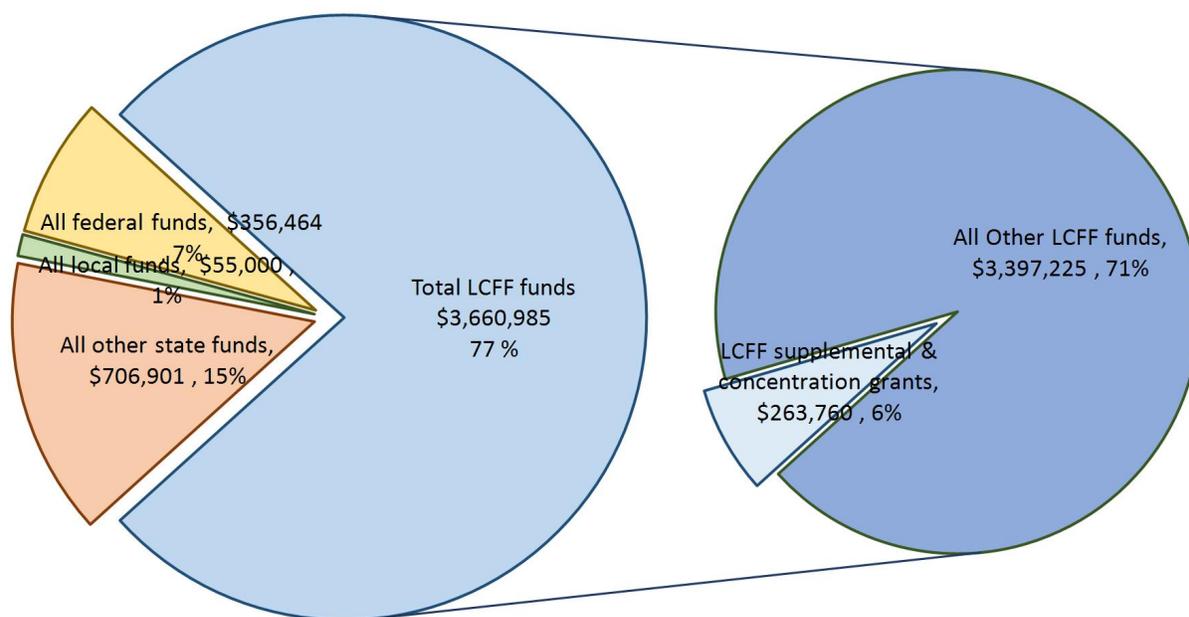
[gserce@magnoliapublicschools.org](mailto:gserce@magnoliapublicschools.org)

(619) 644-1300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



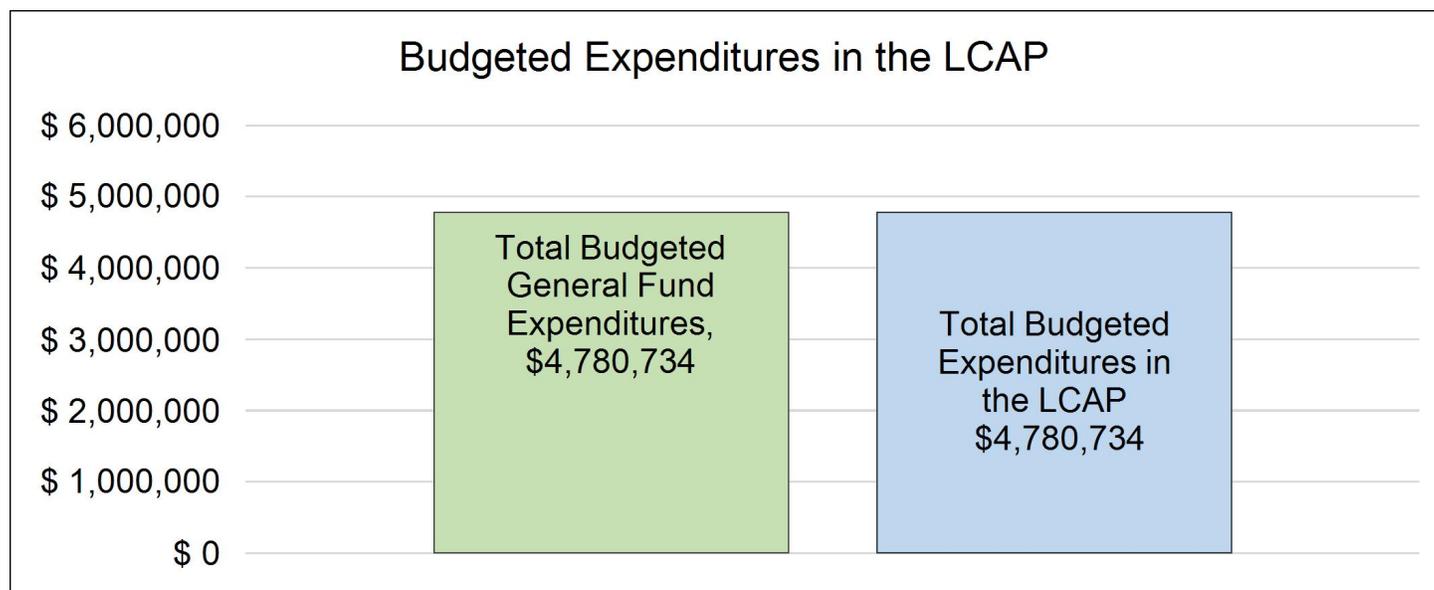
This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy San Diego is \$4,779,350, of which \$3,660,985 is Local Control Funding Formula (LCFF), \$706,901 is other state funds, \$55,000 is local

funds, and \$356,464 is federal funds. Of the \$3,660,985 in LCFF Funds, \$263,760 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Magnolia Science Academy San Diego plans to spend \$4,780,734 for the 2021-22 school year. Of that amount, \$4,780,734 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

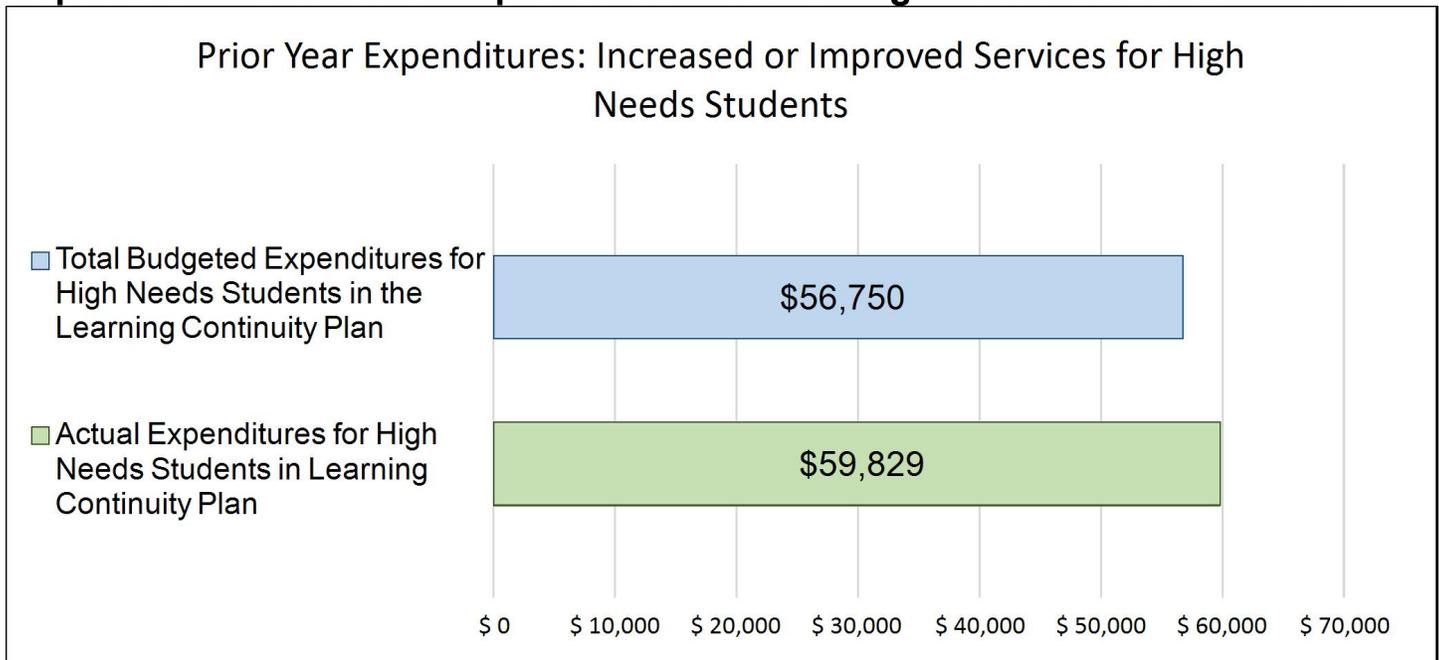
All general fund budget expenditures have been included in the LCAP.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Magnolia Science Academy San Diego is projecting it will receive \$263,760 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend \$1,023,536 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Magnolia Science Academy San Diego budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Magnolia Science Academy San Diego's Learning Continuity Plan budgeted \$56,750 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent \$59,829 for actions to increase or improve services for high needs students in 2020-21.

# 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
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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
<p><b>Metric/Indicator</b>            Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of students who will have sufficient access to standards-aligned instructional materials</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            Percentage of state standards implementation for all students</p> <p><b>19-20</b>            100%</p>	<p>2019-20:            100%</p>

Expected	Actual
<p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Percentage of items on facility inspection checklists in compliance/good standing</p> <p><b>19-20</b> 90%</p> <p><b>Baseline</b> 90%</p>	<p>2019-20: 90%</p>
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP- ELA/Literacy assessments (Grades 3-8):</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners:3 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 percentage points up from the prior year</p> <p>Students with Disabilities: 3 percentage points up from the prior year</p> <p>Hispanic: 3 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p> <p><b>Baseline</b></p>	<p>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%</p>

Expected	Actual
<p>2016-17 (Baseline):</p> <p>All Students: 68%</p> <p>English Learners: 46%</p> <p>Socioeconomically Disadvantaged: 54%</p> <p>Students with Disabilities: 23%</p> <p>Hispanic: 61%</p> <p>White: 71%</p>	
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 2 points up from the prior year</p> <p>English Learners: 2 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 2 points up from the prior year</p> <p><b>Baseline</b> 2016-17 (Baseline):</p>	<p>2018-19:</p> <p>All Students: 41.00 points above standard</p> <p>English Learners: 8.3 points above standard</p> <p>Socioeconomically Disadvantaged: 8.6 points above standard</p> <p>Students with Disabilities: 53.9 points below standard</p> <p>Hispanic: 34.00 points above standard</p> <p>White: 46.7 points above standard</p>

Expected	Actual
<p>All Students: 30.9 points above standard</p> <p>English Learners: 31.3 points below standard</p> <p>Socioeconomically Disadvantaged: 4.1 points below standard</p> <p>Students with Disabilities: 63.2 points below standard</p> <p>Hispanic: 18 points above standard</p> <p>White: 36.7 points above standard</p>	
<p><b>Metric/Indicator</b> Percentage of students performing proficient on the CAASPP- Mathematics assessments (Grades 3-8):</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 3 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p> <p>Hispanic: 2 percentage points up from the prior year</p> <p>White: 2 percentage points up from the prior year</p>	<p>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%</p>

Expected	Actual
<p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 59%</p> <p>English Learners: 23%</p> <p>Socioeconomically Disadvantaged: 42%</p> <p>Students with Disabilities: 25%</p> <p>Hispanic: 47%</p> <p>White: 65%</p>	
<p><b>Metric/Indicator</b> Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)</p> <p><b>19-20</b> 2019-20 (Expected):</p> <p>All Students: 2 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Hispanic: 2 points up from the prior year</p> <p>White: 2 points up from the prior year</p>	<p>2018-19:</p> <p>All Students: 21.8 points above standard</p> <p>English Learners: 21.4 points below standard</p> <p>Socioeconomically Disadvantaged: 18.5 points above standard</p> <p>Students with Disabilities: 74.7 points below standard</p> <p>Hispanic: 8.7 points above standard</p> <p>White: 32 points above standard</p>

Expected	Actual
<p><b>Baseline</b> 2016-17 (Baseline):</p> <p>All Students: 26.7 points above standard</p> <p>English Learners: 25.1 points below standard</p> <p>Socioeconomically Disadvantaged: 12.1 points below standard</p> <p>Students with Disabilities: 67 points below standard</p> <p>Hispanic: 0.8 points above standard</p> <p>White: 40.8 points above standard</p>	
<p><b>Metric/Indicator</b> Percentage of EL students making annual progress in learning English as measured by the ELPAC</p> <p><b>19-20</b> 2 percentage points up from the prior year</p> <p><b>Baseline</b> 77%</p>	53.3%
<p><b>Metric/Indicator</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p> <p><b>19-20</b> 5 percentage point up from the prior year</p> <p><b>Baseline</b> 16%</p>	27.8%
<p><b>Metric/Indicator</b></p>	78%

Expected	Actual
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p> <p><b>19-20</b> 1 percentage point up from the prior year</p> <p><b>Baseline</b> 90%</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>BTSA expenses 5000-5999: Services And Other Operating Expenditures Base \$4,000</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>	<p>BTSA Expenses 5000-5999: Services And Other Operating Expenditures Base 0.00</p> <p>EL authorization expenses 5000-5999: Services And Other Operating Expenditures Base 0.00</p>
<p>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.</p>	<p>Books 4000-4999: Books And Supplies Base \$10,000</p> <p>Supplies &amp; Material 4000-4999: Books And Supplies Base \$19,000</p> <p>Equipment 4000-4999: Books And Supplies Base \$10,000</p>	<p>Books 4000-4999: Books And Supplies Base 153</p> <p>Supplies &amp; Material 4000-4999: Books And Supplies Base 18500</p> <p>Equipment (Chromebook purchase included , which is also included in the fixed asset) 4000-4999: Books And Supplies Base \$9,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Equipment 4000-4999: Books And Supplies Donations 17,000</p>	<p>Equipment 4000-4999: Books And Supplies Donations 17500</p>
<p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base \$68,000</p> <p>Custodian Benefits 3000-3999: Employee Benefits Base 23,310</p> <p>Custodian salary 2000-2999: Classified Personnel Salaries Base 38,551</p>	<p>Operations and House Keeping,Maintenance 5000-5999: Services And Other Operating Expenditures Base 24,000</p> <p>Custodian Benefits 3000-3999: Employee Benefits Base 23,600</p> <p>Custodian Salary 2000-2999: Classified Personnel Salaries Base 41,000</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,800</p>	<p>PD 1000-1999: Certificated Personnel Salaries Title II 2500</p> <p>TeachBoost 5000-5999: Services And Other Operating Expenditures Title IV 1800</p>
<p>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</p>	<p>EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I \$19,400</p>	<p>EL Coordinator salary 2000-2999: Classified Personnel Salaries Title I 19,400</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>	<p>Benefits 2000-2999: Classified Personnel Salaries Title I \$8,400</p>	<p>Benefits 2000-2999: Classified Personnel Salaries Title I \$8,400</p>
<p>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.</p> <p>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.</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0</p>	<p>Professional Development on ELD strategies 5000-5999: Services And Other Operating Expenditures Title II 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>		
<p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>Intervention teacher salaries 1000-1999: Certificated Personnel Salaries Special Education \$30,000</p>	<p>Intervention teacher salaries (Study Skills) 1000-1999: Certificated Personnel Salaries Special Education 30,000</p>
<p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p>After school tutoring 1000-1999: Certificated Personnel Salaries Base \$20,000</p>	<p>After school tutoring 1000-1999: Certificated Personnel Salaries Base 20,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	<p>Deans of academics salary 1000-1999: Certificated Personnel Salaries Base \$87,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$26,400</p> <p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures Title IV \$5,600</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Base \$1,800</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$3,600</p>	<p>Dean of Academics Salary 1000-1999: Certificated Personnel Salaries Base 86,112</p> <p>Benefits 3000-3999: Employee Benefits Base 29,040</p> <p>Illuminate SIS &amp; DnA 5000-5999: Services And Other Operating Expenditures Title IV 4,800</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Base \$1,875</p> <p>MAP testing fees 5000-5999: Services And Other Operating Expenditures Title I \$3,600</p>

## 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
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b>            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</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>2019-20:            100%</p>
<p><b>Metric/Indicator</b></p>	<p>2019-20:            20%</p>

Expected	Actual
<p>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</p> <p><b>19-20</b> 20%</p> <p><b>Baseline</b> 20%</p>	
<p><b>Metric/Indicator</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>2019-20: 100%</p>
<p><b>Metric/Indicator</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 80%</p>	<p>2019-20: 100%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$1,027,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$387,000</p>	<p>Teacher salaries 1000-1999: Certificated Personnel Salaries Base \$1,027,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$387,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$36,000</p>	<p>Field trip expenses 5000-5999: Services And Other Operating Expenditures Donations \$26,135</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base \$103,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$34,140</p>	<p>1 Principal and 1 Dean of Academics salaries (Dean salary is included in goal 1) 1000-1999: Certificated Personnel Salaries Base 103,000</p> <p>Benefits 3000-3999: Employee Benefits Base 34,140</p>
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Accelerated/Advanced Math teacher salary and benefits</p> <p>(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base \$55,000</p>	<p>Accelerated/Advanced Math teacher salary and benefits</p> <p>(1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1] 1000-1999: Certificated Personnel Salaries Base \$55,000</p>
<p>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.</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base \$77,500</p> <p>Benefits 3000-3999: Employee Benefits Base \$28,800</p>	<p>1 IT staff salary 2000-2999: Classified Personnel Salaries Base 77,500</p> <p>Benefits 3000-3999: Employee Benefits Base 28,800</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>		
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Science materials (Duplicate) 4000-4999: Books And Supplies Base 0</p> <p>Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base \$4,500</p>	<p>Science materials (Duplicate) 4000-4999: Books And Supplies Base 0</p> <p>Academic competitions, steam expo expenses 5000-5999: Services And Other Operating Expenditures Base \$600</p>

## 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
<b>Metric/Indicator</b> Number of SSC meetings per year <b>19-20</b> 4 <b>Baseline</b> 3	2019-20: 3
<b>Metric/Indicator</b> Number of PTF meetings per year <b>19-20</b> 4 <b>Baseline</b> 8	2019-20: 8
<b>Metric/Indicator</b> Number of activities/events for parent involvement per year <b>19-20</b> 5 <b>Baseline</b> 5	2019-20: 10

Expected	Actual
<p><b>Metric/Indicator</b> Frequency of SIS record updates</p> <p><b>19-20</b> Daily/Weekly</p> <p><b>Baseline</b> Daily/Weekly</p>	<p>2019-20: Daily/Weekly</p>
<p><b>Metric/Indicator</b> Number of progress reports sent to parents per year</p> <p><b>19-20</b> 4</p> <p><b>Baseline</b> 4</p>	<p>2019-20: 4</p>
<p><b>Metric/Indicator</b> Percentage of students who have been home-visited by the teachers per year</p> <p><b>19-20</b> 15%</p> <p><b>Baseline</b> 12%</p>	<p>2019-20: 17</p>
<p><b>Metric/Indicator</b> ADA rate</p> <p><b>19-20</b> 96.5%</p> <p><b>Baseline</b> 96.3%</p>	<p>2019-20: 95.8%</p>
<p><b>Metric/Indicator</b> Chronic absenteeism rate</p> <p><b>19-20</b> 7%</p> <p><b>Baseline</b></p>	<p>2019-20: 5.5%</p>

Expected	Actual
5%	
<b>Metric/Indicator</b> Middle school dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0%
<b>Metric/Indicator</b> Student suspension rate  <b>19-20</b> 1%  <b>Baseline</b> 1%	2019-20: 2.5%
<b>Metric/Indicator</b> Student expulsion rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0.2%
<b>Metric/Indicator</b> School experience survey participation rates  <b>19-20</b> Students: 85%  Families: 55%  Staff: 85%  <b>Baseline</b> Students: 94%	2019-20:  Students: 94.7%  Families: 64.9%  Staff: 96.9%

Expected	Actual
Families: 32% Staff:84%	
<b>Metric/Indicator</b> School experience survey average approval rates <b>19-20</b> Students: 60% Families: 95% Staff: 85%  <b>Baseline</b> 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. <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b> All Schools	Parent meeting expenses 4000-4999: Books And Supplies Base \$1,000	Parent meeting expenses 4000-4999: Books And Supplies Base \$1,000

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$2,000</p>	<p>Parent activities/events expenses 4000-4999: Books And Supplies Base \$0</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Illuminate SIS &amp; DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0</p>	<p>Illuminate SIS &amp; DnA (Duplicate) 5000-5999: Services And Other Operating Expenditures Base 0</p>
<p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I \$10,000</p>	<p>Home visit compensation (1000)(3000)(5000)(Title I) 1000-3000: Salary and Benefits Title I \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Dean of Culture salary 1000-1999:  Certificated Personnel Salaries  Base \$83,000</p> <p>Benefits 3000-3999: Employee  Benefits Base \$20,000</p>	<p>Dean of Culture 1000-1999:  Certificated Personnel Salaries  Base 80,000</p> <p>Benefits 3000-3999: Employee  Benefits Base \$30,000</p>
<p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>1 Office Manager and 1 Office  Clerk salaries 2000-2999:  Classified Personnel Salaries  Base \$88,000</p>	<p>1 Office Manager and 1 Office  Clerk salaries 2000-2999:  Classified Personnel Salaries  Base 92,000</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Benefits 3000-3999: Employee Benefits Base \$33,600</p> <p>School Cell Phones 5900: Communications Base \$1,500</p>	<p>Benefits 3000-3999: Employee Benefits Base 33,600</p> <p>School Cell Phones 5900: Communications Base \$1,500</p>
<p>Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1 Dean of Students 1000-1999: Certificated Personnel Salaries Base \$89,000</p> <p>Benefits 3000-3999: Employee Benefits Base \$21,380</p>	<p>Dean of Students 1000-1999: Certificated Personnel Salaries Base 93,000</p> <p>Benefits 3000-3999: Employee Benefits Base 30000</p>
<p>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.</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$2,800</p>	<p>PD on PBIS, restorative practices, classroom management 5000-5999: Services And Other Operating Expenditures Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      English Learners                      Foster Youth                      Low Income</p> <p><b>Scope of Services</b>                      LEA-wide</p> <p><b>Locations</b>                      All Schools</p>		
<p>Charter School will annually administer school experience surveys to students, parents, and staff.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      All</p> <p><b>Location(s)</b>                      All Schools</p>	<p>Panorama Education surveys                      5000-5999: Services And Other                      Operating Expenditures Base                      \$1,500</p>	<p>Panorama Education surveys                      5000-5999: Services And Other                      Operating Expenditures Base                      1,500</p>

## 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 April 12 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 to do 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

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](mailto: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	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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	401,861.00	341,280.00
<b>Goal 2</b>	1,752,940.00	1,739,175.00
<b>Goal 3</b>	353,780.00	365,600.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$79,000.00	\$78,650.00
<b>Distance Learning Program</b>	\$19,000.00	\$35,000.00
<b>Pupil Learning Loss</b>	\$32,750.00	\$25,000.00
<b>Additional Actions and Plan Requirements</b>	\$5,000.00	\$3,179.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$135,750.00	\$141,829.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$69,000.00	\$62,000.00
<b>Distance Learning Program</b>	\$10,000.00	\$20,000.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$69,000.00	\$62,000.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$10,000.00	\$16,650.00
<b>Distance Learning Program</b>	\$9,000.00	\$15,000.00
<b>Pupil Learning Loss</b>	\$32,750.00	\$25,000.00
<b>Additional Actions and Plan Requirements</b>	\$5,000.00	\$3,179.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$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:

- Transition to in person as soon as it is safe.
- Happy with the Uniform expectations.
- Continue to provide a variety of courses in Summer school
- Add more electives.
- Asked for weekly update meetings to continue

Students:

- Students shared that teachers are respectful, helpful, nice, they work hard, they spend extra time to support students.

- Friends/Classmates are kind.
- After school clubs and activities provide opportunities for students to connect with friends, learn and have fun.
- Students were not happy about the Distance Learning
- Students shared that they want less limitations on uniforms
- Students asked for more mental health support for themselves and their friends
- Students also asked for new Chromebook
- Students would like to see more elective opportunities.

#### Staff:

- Continue to build on our Multi-Tiered System of Support
- Continue to provide social-emotional learning (SEL) experiences
- Continue with our Zone of Regulation SEL lessons to increase awareness and ownership of The WIZARD Way.
- Continue to use on-line PBIS platform, Kickboard, to recognize our students who demonstrate The WIZARD Way
- Staff asked for a Chromebook and Teacher computer upgrade
- Bring more outside resources for our site professional development
- Staff would like to attend Magnolia wide PDs via Zoom.
- Staff shared that there is more need for mental health and SEL Support.

#### School Site Council (SSC):

- SSC members were concerned about the amount of live classes offered during Distance Learning
- DL 2.0 is more organized and effective.
- A hybrid model will help students to transition to normalcy in a faster way.

#### ELAC:

- Parents are happy about the additional EL support taking place in the mornings and in the afternoons.

#### SELPA:

- Create a plan to provide targeted support for Students with Disabilities in Math.

### 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	<b>BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT:</b> 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 reviews 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 schedules 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
		<p>documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Teacher credentialing expenses: Resource: Title II, Part A; Amount: \$9,578 (Included under action 2.2)</li> </ul>		
2	Instructional materials and technology	<p>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 maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.</p> <p>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and</p>	\$348,180.11	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Hot Spots and Zoom Expenses : Resource: 3210 ESSER Funds; Amount: \$17,000</li> </ul>		
3	Clean and safe facilities that support learning	<p>Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/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.</p> <p>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.)</p>	\$993,232.10	No

Action #	Title	Description	Total Funds	Contributing
		The following expenditures will be funded by federal Title funds: N/A		
4	Healthy and nutritious meals	<p>Charter School will maintain nutrition education resources and continue to focus 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 campus, as well as encourage participation in school meal programs.</p> <p>Expenditures associated with this action include the following: student meals, water, and refreshments.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$12,000.00	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.	\$257,389.79	No

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&amp;C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		

## 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) 30.0				2023-24: 60.0
Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2018-19: <ul style="list-style-type: none"> <li>• All Students: 69.31%</li> <li>• English Learners: 40.00%</li> <li>• Socioeconomically Disadvantaged: 54.13%</li> <li>• Students with Disabilities: 28.07%</li> <li>• Two or More Races: 63.79%</li> <li>• African American: 40.00%</li> <li>• Asian: 76.93%</li> <li>• Hispanic: 69.60%</li> <li>• White: 73.17%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>• All Students: 71%</li> <li>• English Learners: 46%</li> <li>• Socioeconomically Disadvantaged: 57%</li> <li>• Students with Disabilities: 32%</li> <li>• Two or More Races: 65%</li> <li>• African American: 46%</li> <li>• Asian: 78%</li> <li>• Hispanic: 71%</li> <li>• White: 75%</li> </ul>

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) <ul style="list-style-type: none"> <li>• All Students: 41.0 points above standard</li> <li>• English Learners: 8.3 points above standard</li> <li>• Socioeconomically Disadvantaged: 8.6 points above standard</li> <li>• Students with Disabilities: 53.9 points below standard</li> <li>• Two or More Races: 38.1 points above standard</li> <li>• African American: 21.3 points below standard</li> <li>• Asian: 93.2 points above standard</li> <li>• Hispanic: 34.0 points</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>• All Students: 43.0 points above standard</li> <li>• English Learners: 10.0 points above standard</li> <li>• Socioeconomically Disadvantaged: 10.0 points above standard</li> <li>• Students with Disabilities: 47.0 points below standard</li> <li>• Two or More Races: 40.0 points above standard</li> <li>• African American: 15.0 points below standard</li> <li>• Asian: 94.0 points above standard</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	above standard <ul style="list-style-type: none"> <li>White: 46.7 points above standard</li> </ul>				<ul style="list-style-type: none"> <li>Hispanic: 36.0 points above standard</li> <li>White: 48.0 points above standard</li> </ul>
Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2020-21: <ul style="list-style-type: none"> <li>All Students: 47.3%</li> <li>English Learners: 38.5%</li> <li>Socioeconomically Disadvantaged: 47.1%</li> <li>Students with Disabilities: 31.7%</li> <li>African American: *</li> <li>Asian: 55.0%</li> <li>Hispanic: 50.6%</li> <li>White: 44.3%</li> </ul>				2023-24: <ul style="list-style-type: none"> <li>All Students: 65.0%</li> <li>English Learners: 60.0%</li> <li>Socioeconomically Disadvantaged: 65.0%</li> <li>Students with Disabilities: 55.0%</li> <li>African American: 65.0%</li> <li>Asian: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
Percentage of students meeting or exceeding standard on the CAASPP-Mathematics	2018-19: <ul style="list-style-type: none"> <li>All Students: 60.62%</li> <li>English Learners: 26.67%</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 62.00%</li> <li>English Learners: 30.00%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Source: CDE DataQuest)	<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 41.29%</li> <li>Students with Disabilities: 22.81%</li> <li>Two or More Races: 56.90%</li> <li>African American: 30.00%</li> <li>Asian: 84.61%</li> <li>Hispanic: 54.40%</li> <li>White: 67.68%</li> </ul>				<ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged: 45.00%</li> <li>Students with Disabilities: 27.00%</li> <li>Two or More Races: 59.0%</li> <li>African American: 36.0%</li> <li>Asian: 86.00%</li> <li>Hispanic: 57.00%</li> <li>White: 69.00%</li> </ul>
Distance from Standard (DFS) on the CASSPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2018-19: (2019 Dashboard) <ul style="list-style-type: none"> <li>All Students: 21.8 points above standard</li> <li>English Learners: 21.4 points below standard</li> <li>Socioeconomically Disadvantaged: 18.5</li> </ul>				2022-23: (2023 Dashboard) <ul style="list-style-type: none"> <li>All Students: 23.0 points above standard</li> <li>English Learners: 15.0 points below standard</li> <li>Socioeconomically Disadvantaged: 12.0</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 74.7 points below standard</li> <li>• Two or More Races: 16.9 points above standard</li> <li>• African American: 37.8 points below standard</li> <li>• Asian: 65.6 points above standard</li> <li>• Hispanic: 8.7 points above standard</li> <li>• White: 32.0 points above standard</li> </ul>				<p>points below standard</p> <ul style="list-style-type: none"> <li>• Students with Disabilities: 66.0 points below standard</li> <li>• Two or More Races: 19.0 points above standard</li> <li>• African American: 30.0 points below standard</li> <li>• Asian: 66.0 points above standard</li> <li>• Hispanic: 10.0 points above standard</li> <li>• White: 33.0 points above standard</li> </ul>
<p>Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</p>	<p>2020-21:</p> <ul style="list-style-type: none"> <li>• All Students: 47.0%</li> <li>• English Learners: 48.1%</li> <li>• Socioeconomically</li> </ul>				<p>2023-24:</p> <ul style="list-style-type: none"> <li>• All Students: 65.0%</li> <li>• English Learners: 65.0%</li> <li>• Socioeconomically</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 41.4% <ul style="list-style-type: none"> <li>Students with Disabilities: 42.2%</li> <li>African American: *</li> <li>Asian: 37.5%</li> <li>Hispanic: 46.3%</li> <li>White: 48.5%</li> </ul>				Disadvantaged: 65.0% <ul style="list-style-type: none"> <li>Students with Disabilities: 65.0%</li> <li>African American: 65.0%</li> <li>Asian: 65.0%</li> <li>Hispanic: 65.0%</li> <li>White: 65.0%</li> </ul>
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: <ul style="list-style-type: none"> <li>All Students: 55.74%</li> <li>Socioeconomically</li> </ul>				2022-23: <ul style="list-style-type: none"> <li>All Students: 57.00%</li> <li>Socioeconomically</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Source: CDE DataQuest)	Disadvantaged: 48.48% <ul style="list-style-type: none"> <li>Students with Disabilities: 20.00%</li> <li>Homeless: 55.74%</li> <li>Hispanic: 51.35%</li> <li>White: 58.18%</li> </ul>				Disadvantaged: 50.00% <ul style="list-style-type: none"> <li>Students with Disabilities: 22.00%</li> <li>Homeless: 57.0%</li> <li>Hispanic: 54.00%</li> <li>White: 60.0%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study and standards-based curriculum	<p>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.</p> <p>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$1,207,109.87	No

Action #	Title	Description	Total Funds	Contributing
2	Professional development for high-quality instruction	<p>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.</p> <p>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost software fees.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: \$9,578.00</li> </ul>	\$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	MTSS - Academic enrichment, intervention, and student support	<p>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.)</p> <p>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, Quizizz, BrainPOP, Membean, Nearpod, EdPuzzle)</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• NWEA MAP testing fees: Resource: Title I, Part A; Amount: \$6,000</li> <li>• Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: \$10,457</li> <li>• Instructional Aide Salaries and Benefits: Resource: Title I, Part A; Amount: \$15,710</li> </ul>	\$362,512.95	Yes

Action #	Title	Description	Total Funds	Contributing
4	Designated and integrated ELD programs	<p>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.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p>		Yes

Action #	Title	Description	Total Funds	Contributing
5	Support for students with disabilities	<p>Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$783,035.90	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 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	<p>Charter School will promote a college-going culture through college visits, college/career days, and other college related activities.</p> <p>Expenditures associated with this action include the following: college/career related materials and activities.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		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		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Expenditures associated with this action include the following: supplemental science program fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
3	Digital literacy and citizenship programs	<p>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.</p>	\$4,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees and Sound Trap Music Software .</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Sound Trap : Title IV, Part A; Amount: \$800</li> </ul>		
4	Physical education, activity, and fitness	<p>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.</p> <p>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: \$700</li> </ul>	\$175,743.44	Yes

Action #	Title	Description	Total Funds	Contributing
5	Additional programs and activities that support well-rounded education	<p>In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, math, science, technology, engineering, ELA, languages other than English and culture, sports, visual and performing arts, community service, and others.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$234,697.92	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) 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) 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)	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
		<p>income, English learners, foster youth, etc.) Feedback from our PAC, SSC, and ELAC provides 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 budgets, UCP, parent involvement policy and school-student-parent compact. In addition, Charter School will conduct parent surveys to seek feedback on school improvement.</p> <p>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
2	Building partnerships with families for student outcomes	<p>Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, 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</p>	\$288,273.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• Stipends for home visits: Resource: Title I, Part A; Amount: \$10,000</li> <li>• ParentSquare software fees: Resource: Title I, Part A; Amount: \$3,000</li> <li>• Parent Education Bridge program Staff Stipends: Resource: Title I, Part A; Amount: \$4,000</li> <li>• Parent activity/event expenses: Resource: Title I, Part A; Amount: \$XX,XXX</li> </ul>		
3	MTSS - PBIS and SEL support	<p>Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a Life Skills/Character Education program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and</p>	\$44,508.20	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.</p> <p>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.</p> <p>The following expenditures will be funded by federal Title funds:</p> <ul style="list-style-type: none"> <li>• PBIS program fees : Resource: Title IV, Part A; Amount: \$5,000</li> <li>• Additional services for homeless students: Resource: Title I, Part A; Amount: \$2,750.00</li> </ul>		
4	Annual stakeholder surveys	Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 the survey results to identify the greatest progress and needs in order to inform our next steps.</p> <p>Expenditures associated with this action include the following: Panorama Education survey fees.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>		
5	Community outreach and partnerships	<p>Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.</p> <p>Expenditures associated with this action include the following: membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.</p> <p>The following expenditures will be funded by federal Title funds: N/A</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Partnership expenses: Resource: Title IV, Part A; Amount: \$XX,XXX</li> </ul>		

## 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
7.76%	\$263,760

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.

- Goal 1: Action 4: Healthy and nutritious meals

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Low-income students are eligible to receive reduced-price or free meals at school and 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and 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. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 2: Action 2: Professional development for high-quality instruction

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. With the needs of our diverse student body in mind, 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 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. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 3: MTSS - Academic enrichment, intervention, and student support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. Considering the needs of our vulnerable student groups in mind, 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.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.

- Goal 2: Action 4: Designated and integrated ELD programs

The majority of Charter School's student population consists of English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. Considering the needs of our ELs, 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. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect this action will result in increased academic achievement of our student groups, particularly of our ELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, Lexile growth, and EL reclassification rates as identified in our LCAP metrics in Goal 2.

- Goal 3: Action 1: College/Career readiness programs and activities

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of

them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. These activities are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in student grades, attendance rates, and percentage of students enrolled in accelerated programs and involved in STEAM activities, eventually leading to students taking rigorous courses in high school to better prepare for college and career.

- Goal 3: Action 2: STEAM and GATE programs

Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive 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. Charter School's educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula. Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, 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. Unduplicated students will receive increased and improved support through access to supplemental STEAM programs and activities. 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, 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, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.

- Goal 3: Action 3: Digital literacy and citizenship programs

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our low-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. With such needs of our students in mind, 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. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the 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.

- Goal 3: Action 4: Physical education, activity, and fitness

MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. With consideration of the importance of physical 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. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 3: Action 5: Additional programs and activities that support well-rounded education

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. 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 others. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.

- Goal 4: Action 1: Seeking family input for decision making

It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making. Considering the needs of our unduplicated students and their families, 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 provides 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 assessments, Title-funded activities and budgets, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. We also expect this action will result in increased parent satisfaction as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 2: Building partnerships with families for student outcomes

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to build partnerships with our 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 materials, 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home

visit rate and ADA rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 3: MTSS - PBIS and SEL support

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 achievements 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. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual stakeholder surveys in Goal 4: Action 4.

- Goal 4: Action 4: Annual stakeholder surveys

It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage stakeholders in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage stakeholders in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. 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 the survey results to identify the 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. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

- Goal 4: Action 5: Community outreach and partnerships

The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English

learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Considering the needs of our vulnerable student groups in mind, 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 will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.

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 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. These well-rounded programs and activities will result in increased and improved services for our unduplicated students.

- 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 assessments, 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 materials, 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 achievements 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 the survey results to identify the 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
\$3,623,824.10	\$841,239.63	\$30,000.00	\$285,669.90	\$4,780,733.63

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,075,712.84	\$1,705,020.79

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	\$316,180.11	\$15,000.00		\$17,000.00	\$348,180.11
1	3	All	Clean and safe facilities that support learning	\$913,003.81			\$80,228.29	\$993,232.10
1	4	Low Income	Healthy and nutritious meals	\$12,000.00				\$12,000.00
1	5	All	Well-orchestrated Home Office support services	\$257,389.79				\$257,389.79
2	1	All	Broad course of study and standards-based curriculum	\$1,125,824.78	\$81,285.09			\$1,207,109.87
2	2	English Learners Foster Youth Low Income	Professional development for high-quality instruction	\$21,422.00			\$9,578.00	\$31,000.00
2	3	English Learners Foster Youth Low Income	MTSS - Academic enrichment, intervention, and student support	\$252,738.83	\$76,107.00		\$33,667.12	\$362,512.95
2	4	English Learners	Designated and integrated ELD programs					
2	5	Students with Disabilities	Support for students with disabilities	\$110,528.07	\$575,841.54		\$96,666.29	\$783,035.90
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	\$3,500.00			\$800.00	\$4,300.00
3	4	Low Income	Physical education, activity, and fitness	\$175,043.44			\$700.00	\$175,743.44
3	5	English Learners Foster Youth Low Income	Additional programs and activities that support well-rounded education	\$111,691.92	\$93,006.00	\$30,000.00		\$234,697.92
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	\$271,273.35			\$17,000.00	\$288,273.35
4	3	English Learners Foster Youth Low Income	MTSS - PBIS and SEL support	\$14,478.00			\$30,030.20	\$44,508.20
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	\$20,000.00				\$20,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$884,147.54	\$1,175,035.86
<b>LEA-wide Total:</b>	\$884,147.54	\$1,175,035.86
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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	\$21,422.00	\$31,000.00
2	3	MTSS - Academic enrichment, intervention, and student support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,738.83	\$362,512.95
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	\$3,500.00	\$4,300.00
3	4	Physical education, activity, and fitness	LEA-wide	Low Income	All Schools	\$175,043.44	\$175,743.44

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	\$111,691.92	\$234,697.92
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	\$271,273.35	\$288,273.35
4	3	MTSS - PBIS and SEL support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,478.00	\$44,508.20
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	\$20,000.00	\$20,000.00



# 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](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)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.

## Cover Sheet

### 2021-22 Magnolia Public Schools Budget Including Master List of Contracts over \$50,000

**Section:** IV. Action Items  
**Item:** E. 2021-22 Magnolia Public Schools Budget Including Master  
List of Contracts over \$50,000  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** MPS Budget 2021-22.pdf  
2021-22 MPS Budget - Full Packet.pdf



# 2021-22 July Budget

## June 2021 Board Meeting



# 2021-22 July Budget: Executive Summary

- This July Budget is based on the latest available information regarding state funding, deferrals, approved one-time state and federal stimulus, and all other considerations. Included are both AB86 Grants as well as CARES Act funding. We will receive 50% of AB86 in the coming fiscal year as well as a partial amount of ESSER II and ESSER III.
- Based on the latest budget changes, including adjustments to expenditures reflecting additional costs for distance learning and other changes since the original budget was approved, here are the budget results:
  - **Average Daily Attendance of 3,643 which is an overall drop of 70 ADA from P-2 of 2020-21**
  - **Revenues of \$63.17 million, up \$2.26m from Prior Year**
  - **Expenditures of \$61.14 million, up \$2.64m from the Prior Year**
  - **Net operating surplus of \$2.02m, down \$0.38m from SIB projections in 2020-21**
- MPS overall cash position is very solid with a projected low point of \$21.1 million at the start of July, the only planned deferrals are currently scheduled for June of 2022 and will not cause issues for any sites.
- A difference to note as compared to prior reports is the inclusion of object 4464 which has been used previously to budget potential capital expenditures.

# 2021-22 July Budget: Executive Summary Table

<b>MSA Consolidated</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 July Budget</b>	<b>Change From Prior Year</b>	<b>Primary Reasons For Variance (see budget detail for all changes)</b>
Projected Average Daily Attendance	3,713	3,643	(70)	See by-site detail
<b>SUMMARY</b>				
<b>Revenues</b>				
LCFF Entitlement	42,120,796	41,493,843	(626,953)	Based on Governor's May Revise - Decrease in ADA Includes estimated ESSER funding AB86 Grant Funding
Federal Revenues	7,550,729	7,092,304	(458,424)	
Other State Revenues	5,508,347	8,287,220	2,778,873	
Other Local Revenues	5,731,472	6,297,795	566,323	
<b>Total Revenues</b>	<b>60,911,344</b>	<b>63,171,162</b>	<b>2,259,819</b>	
<b>Expenditures</b>				
Salaries & Benefits	35,584,096	40,012,754	4,428,657	Maintaining Teaching Staff - In-Person Learning Significant reduction to balance budget
Books and Supplies	4,225,760	2,506,110	(1,719,650)	
Services and Operating Exp.	16,915,652	16,760,604	(155,048)	
Depreciation & Cap Outlay	1,142,183	1,305,887	163,704	
Other Outflows	634,363	558,517	(75,845)	
<b>Total Expenditures</b>	<b>58,502,055</b>	<b>61,143,873</b>	<b>2,641,818</b>	
<b>Net Revenues</b>	<b>2,409,289</b>	<b>2,027,290</b>	<b>(381,999)</b>	
Audited Beginning Balance (July 1)	29,078,522	31,487,811		
Net Revenues	2,409,289	2,027,290		
<b>Ending Balance (June 30)</b>	<b>31,487,811</b>	<b>33,515,101</b>		
<b>Components of Fund Balance</b>				
Available For Econ. Uncertainties	22,812,343	22,644,918	37.0% of Exp.	
Restricted Fund Balances	946,443	724,509	1.2% of Exp.	
Net Fixed Assets	7,729,025	10,145,673	16.6% of Exp.	
<b>Ending Fund Balance</b>	<b>31,487,811</b>	<b>33,515,101</b>	<b>54.8% of Exp.</b>	



# 2021-22 July Budget: Budget By Site

## 2021-22 JULY BUDGET - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
<b>Enrollment</b>	730	485	416	115	270	80	292	430	550	422		3,790
<b>Attendance</b>	703.36	469.43	399.36	110.40	258.23	76.62	278.31	414.95	528.00	404.19		3,642.84
<b>Revenue</b>												
LCFF Entitlement	8,431,651	5,573,189	4,547,029	1,429,447	3,179,410	852,263	3,089,032	4,536,254	6,194,583	3,660,985	-	41,493,843
Federal Revenue	775,664	353,555	1,249,755	623,740	556,872	650,517	390,244	741,224	1,394,270	356,464	-	7,092,304
Other State Revenues	2,019,614	733,771	829,312	192,182	625,896	200,022	834,097	852,288	1,293,137	706,901	-	8,287,220
Other Local Revenues	211,895	30,000	20,000	7,500	20,000	20,000	20,000	20,000	20,000	55,000	5,873,400	6,297,795
<b>Total Revenue</b>	<b>11,438,823</b>	<b>6,690,516</b>	<b>6,646,096</b>	<b>2,252,869</b>	<b>4,382,178</b>	<b>1,722,802</b>	<b>4,333,373</b>	<b>6,149,766</b>	<b>8,901,990</b>	<b>4,779,350</b>	<b>5,873,400</b>	<b>63,171,162</b>
<b>Expenses</b>												
Certificated Salaries	3,791,077	2,582,424	2,543,129	1,072,868	1,650,463	658,008	1,461,189	2,332,166	3,076,600	1,797,453	-	20,965,377
Classified Salaries	901,894	628,150	731,364	185,668	381,995	155,050	582,078	706,790	930,237	487,611	3,350,791	9,041,628
Benefits	1,473,870	981,209	1,189,856	474,166	697,399	290,708	635,076	986,752	1,433,895	790,648	1,052,170	10,005,748
Books and Supplies	404,443	335,732	286,858	116,760	187,505	70,190	114,300	344,786	342,945	201,392	101,200	2,506,110
Services and Operations	3,551,605	1,761,248	1,809,234	384,962	1,215,131	469,192	1,383,631	1,643,923	1,732,728	1,445,921	1,363,028	16,760,604
Depreciation / Cap Outlay	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	-	-	-	-	-	-	-	-	558,517	-	-	558,517
<b>Total Expenses</b>	<b>10,287,535</b>	<b>6,403,081</b>	<b>6,614,417</b>	<b>2,248,257</b>	<b>4,181,438</b>	<b>1,673,885</b>	<b>4,237,824</b>	<b>6,131,455</b>	<b>8,722,199</b>	<b>4,775,734</b>	<b>5,868,048</b>	<b>61,143,873</b>
<b>Net Revenue</b>	<b>1,151,289</b>	<b>287,435</b>	<b>31,679</b>	<b>4,612</b>	<b>200,740</b>	<b>48,916</b>	<b>95,549</b>	<b>18,311</b>	<b>179,791</b>	<b>3,616</b>	<b>5,352</b>	<b>2,027,290</b>
<b>Fund Balance</b>												
Beginning Balance	6,294,615	1,791,997	1,003,711	905,963	2,736,561	1,918,009	1,889,536	4,696,480	7,668,111	570,628	2,012,201	31,487,811
Net Revenue	1,151,289	287,435	31,679	4,612	200,740	48,916	95,549	18,311	179,791	3,616	5,352	2,027,290
<b>Projected Ending Balance</b>	<b>7,445,903</b>	<b>2,079,431</b>	<b>1,035,390</b>	<b>910,575</b>	<b>2,937,302</b>	<b>1,966,926</b>	<b>1,985,085</b>	<b>4,714,791</b>	<b>7,847,901</b>	<b>574,244</b>	<b>2,017,552</b>	<b>33,515,101</b>
Ending Bal. as % of Exp.:	72.4%	32.5%	15.7%	40.5%	70.2%	117.5%	46.8%	76.9%	90.0%	12.0%	34.4%	54.8%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>CONSOLIDATED</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		3,713	3,643	(70)	
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement		42,120,796	41,493,843	(626,953)	-1%
Federal Revenue		7,550,729	7,092,304	(458,424)	-6%
Other State Revenues		5,508,347	8,287,220	2,778,873	50%
Other Local Revenues		5,731,472	6,297,795	566,323	10%
<b>Total Revenue</b>		<b>60,911,344</b>	<b>63,171,162</b>	<b>2,259,819</b>	<b>4%</b>
<b>Expenditures</b>					
Certificated Salaries		19,771,774	20,965,377	1,193,603	6%
Classified Salaries		6,579,524	9,041,628	2,462,104	37%
Benefits		9,232,798	10,005,748	772,950	8%
Books and Supplies		4,225,760	2,506,110	(1,719,650)	-41%
Services and Operating Exp.		16,915,652	16,760,604	(157,456)	-1%
Depreciation & Cap Outlay		1,142,183	1,305,887	163,704	14%
Other Outflows		634,363	558,517	(75,845)	-12%
<b>Total Expenditures</b>		<b>58,502,055</b>	<b>61,143,873</b>	<b>2,639,410</b>	<b>5%</b>
<b>Net Revenues</b>		<b>2,409,289</b>	<b>2,027,290</b>	<b>(379,591)</b>	
<b>Fund Balance</b>					
Beginning Balance (Audited)		29,078,522	31,487,811		
Net Revenues		2,409,289	2,027,290		
<b>Ending Fund Balance</b>		<b>31,487,811</b>	<b>33,515,101</b>		
<b>Components of Fund Bal.</b>					
Available For Econ. Uncert.			22,644,918	37.0% of Expenditures	
Restricted Balances (Est.)			724,509	1.2% of Expenditures	
Net Fixed Assets			10,145,673	16.6% of Expenditures	
<b>Ending Fund Balance</b>			<b>33,515,101</b>	<b>54.8% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget			
<b>CONSOLIDATED</b>	2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2019-20 Second Interim Budget	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	24,765,228	24,753,744	(11,484)	0%
8012 EPA Entitlement	5,986,981	5,692,780	(294,201)	-5%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	11,368,587	11,047,319	(321,268)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>42,120,796</b>	<b>41,493,843</b>	<b>(626,953)</b>	<b>-1%</b>

**Federal Revenue**

8181 SpEd - Revenue	557,855	441,695	(116,160)	-21%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	6,992,874	6,650,609	(342,265)	-5%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>7,550,729</b>	<b>7,092,304</b>	<b>(458,424)</b>	<b>-6%</b>

**Other State Revenue**

8311 SpEd Revenue	2,379,861	2,208,470	(171,391)	-7%
8520 SchoolNtrState	-	-	-	0%
8550 MandCstReimburs	97,096	102,002	4,906	5%
8560 StateLotteryRev	766,246	762,632	(3,614)	0%
8590 AllOthStateRev	2,265,145	5,214,116	2,948,971	130%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>5,508,347</b>	<b>8,287,220</b>	<b>2,778,873</b>	<b>50%</b>

**Local Revenue**

8600 Other Local Rev	2,228	191,895	189,667	8513%
8660 Interest	10,628	-	(10,628)	-100%
8698 OthRev-Suspense	-	-	-	0%
8701 CMO Fee - MSA-1	860,375	5,500,000	4,639,625	539%
8702 CMO Fee - MSA-2	794,858	-	(794,858)	-100%
8703 CMO Fee - MSA-3	860,526	-	(860,526)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
CONSOLIDATED		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
8704	CMO Fee - MSA-4	37,647	-	(37,647)	-100%
8705	CMO Fee - MSA-5	475,295	-	(475,295)	-100%
8706	CMO Fee - MSA-6	37,648	-	(37,648)	-100%
8707	CMO Fee - MSA-7	430,263	-	(430,263)	-100%
8708	CMO Fee - MSA-8	860,525	-	(860,525)	-100%
8709	CMO Fee - MSA-SA	860,526	-	(860,526)	-100%
8712	CMO Fee - MSA-SD	173,800	-	(173,800)	-100%
8690	Prior Year Adj (Local1)	-	-	-	0%
8695	Prior Year Adj (Local2)	25,000	-	(25,000)	-100%
8699	Other Revenue	20,974	373,400	352,426	1680%
8999	Misc Revenue (Suspense)	-	-	-	0%
<b>SUBTOTAL - Local Revenue</b>		<b>5,452,534</b>	<b>6,065,295</b>	<b>612,761</b>	<b>11%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>CONSOLIDATED</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	9,205	-	(9,205)	-100%
8803	Fundraising	269,733	232,500	(37,233)	-14%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>278,938</b>	<b>232,500</b>	<b>(46,438)</b>	<b>-17%</b>
<b>TOTAL REVENUE</b>					
		<b>60,911,344</b>	<b>63,171,162</b>	<b>2,259,819</b>	<b>4%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	15,358,041	16,032,086	674,045	4%
1200	Cert Aid	-	1,090,580	1,090,580	0%
1300	Cert Adminis	4,413,733	3,842,711	(571,022)	-13%
<b>SUBTOTAL - Certificated Salaries</b>		<b>19,771,774</b>	<b>20,965,377</b>	<b>1,193,603</b>	<b>6%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	1,941,466	2,524,870	583,404	30%
2200	Classified Support	1,286,220	1,509,910	223,690	17%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	2,776,970	4,205,341	1,428,371	51%
2900	OtherClassStaff	574,868	801,508	226,640	39%
<b>SUBTOTAL - Classified Salaries</b>		<b>6,579,524</b>	<b>9,041,628</b>	<b>2,462,104</b>	<b>37%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	3,046,391	3,232,483	186,091	6%
3102	STRS-Classified	271,273	327,343	56,070	21%
3201	PERS-Cert	8,861	398,642	389,781	4399%
3202	PERS-Classified	967,763	600,935	(366,828)	-38%
3301	OASDI/Med-Cert	432,808	471,538	38,730	9%
3302	OASDI/Med-Class	388,316	194,625	(193,692)	-50%
3401	HlthWelfareCert	2,761,669	3,692,878	931,209	34%
3402	HlthWelfareCert	860,621	857,235	(3,386)	0%
3501	UI-Certificated	28,027	109,108	81,082	289%
3502	UI-Classified	10,130	21,774	11,644	115%
3601	WorkersCmp-Cert	344,229	276,000	(68,229)	-20%
3602	WorkersCmp-Class	-	77,000	77,000	0%
3701	Other Retirement-Cert	112,651	-	(112,651)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>CONSOLIDATED</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3901	OthBenes-Cert	25	(200,000)	(200,025)	-800100%
3902	OthBenes-Class	35	(53,812)	(53,847)	-153847%
<b>SUBTOTAL - Employee Benefits</b>		<b>9,232,798</b>	<b>10,005,748</b>	<b>772,950</b>	<b>8%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>CONSOLIDATED</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	225,860	411,986	186,126	82%
4200	BooksOthRefMats	12,013	35,000	22,987	191%
4300	Materials and Supplies	12,253	-	(12,253)	-100%
4310	Ins Mats & Sups	217,146	227,165	10,019	5%
4315	OthrSupplies	22,546	41,500	18,954	84%
4320	Office Supplies	113,815	128,700	14,885	13%
4325	ProfDevMat&Sups	900	-	(900)	-100%
4326	Arts&MusicSupps	18,650	25,000	6,350	34%
4335	PE Supplies	6,000	28,000	22,000	367%
4340	Educat Software	620,991	565,958	(55,033)	-9%
4345	NonInstStdntSup	794,037	210,500	(583,537)	-73%
4346	TeacherSupplies	7,500	32,000	24,500	327%
4350	Cust. Supplies	118,000	117,500	(500)	0%
4351	Yearbook	1,256	1,200	(56)	-4%
4390	Uniforms	3,000	148,475	145,475	4849%
4400	NonCapEquip-Gen	87,046	55,891	(31,155)	-36%
4410	ClssrmFrnEqp<5k	10,500	8,000	(2,500)	-24%
4430	OfficeFurnEqp<5k	49,000	15,000	(34,000)	-69%
4440	Computers <\$5k	272,106	3,500	(268,606)	-99%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	1,452,928	252,985	(1,199,943)	-83%
4710	Food	119,500	146,000	26,500	22%
4720	Food:Other Food	57,713	51,750	(5,963)	-10%
4990	Prior Year Adj (Mat'ls)	3,000	-	(3,000)	-100%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>4,225,760</b>	<b>2,506,110</b>	<b>(1,719,650)</b>	<b>-41%</b>

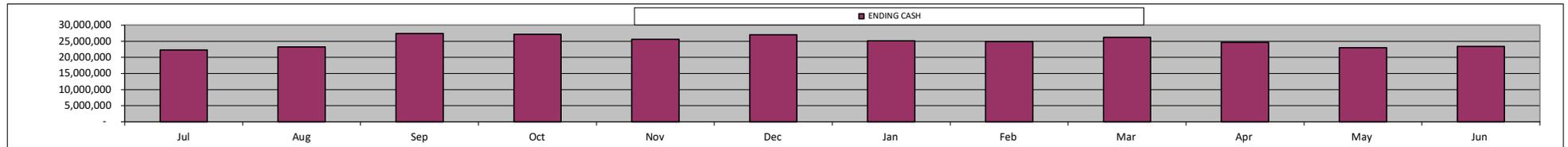
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
CONSOLIDATED		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	5,385,759	5,624,863	239,104	4%
5205	Conference Fees	21,032	43,250	22,218	106%
5210	MilesParkTolls	51,324	56,500	5,176	10%
5215	TravConferences	-	-	-	0%
5220	TraLodging	19,000	29,000	10,000	53%
5300	DuesMemberships	119,921	122,250	2,329	2%
5450	Other Insurance	431,731	448,756	17,025	4%
5500	OpsHousekeeping	194,325	213,000	18,675	10%
5510	Gas & Electric	258,000	230,000	(28,000)	-11%
5610	Rent & Leases	3,840,505	3,981,984	141,479	4%
5620	EquipmentLeases	191,650	224,400	32,750	17%
5630	Reps&MaintBldng	123,314	174,000	50,686	41%
5800	ProfessServices	1,506,681	722,687	(783,994)	-52%
5810	Legal	246,589	337,000	90,412	37%
5813	SchPrgAftSchool	434,826	556,024	121,198	28%
5814	SchPrgAcadComps	49,967	19,500	(30,467)	-61%
5819	SchlProgs-Other	113,981	177,000	63,019	55%
5820	Audit & CPA	158,744	98,500	(60,244)	-38%
5825	DMSBusiness Svcs	544,200	550,000	5,800	1%
5835	Field Trips	123,527	174,000	50,473	41%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	79,828	128,000	48,172	60%
5850	Oversight Fees	401,674	444,686	43,012	11%
5857	Payroll Fees	197,850	198,000	150	0%
5860	Service Fees	33,900	40,000	6,100	18%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	207,506	173,036	(34,470)	-17%
5864	Prof Dev-Other	243,227	232,327	(10,900)	-4%
5865	Professional Development LLM	9,500	-	(9,500)	-100%
5869	SpEd Ctrct Inst	712,777	651,413	(61,364)	-9%
5870	Livescan	5,600	5,100	(500)	-9%
5872	SPED Fees (incl Encroachment)	77,884	-	(77,884)	-100%
5875	Staff Recruiting	4,000	3,000	(1,000)	-25%
5884	Substitutes	376,533	450,000	73,468	20%
5890	OthSvcsNon-Inst	15,500	-	(15,500)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>CONSOLIDATED</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	47,231	265,250	218,019	462%
5910	Communications 2	23,775	-	(23,775)	-100%
5920	TelecomInternet	251,447	15,000	(236,447)	-94%
5930	PostageDelivery	52,500	50,500	(2,000)	-4%
5940	Technology	364,525	321,578	(42,947)	-12%
5990	Prior Year Adj (Services)	(4,679)	-	4,679	-100%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>16,915,652</b>	<b>16,760,604</b>	<b>(157,456)</b>	<b>-1%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>CONSOLIDATED</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	7,000	-	(7,000)	-100%
6900	Depreciation	1,135,183	1,305,887	170,704	15%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>1,142,183</b>	<b>1,305,887</b>	<b>163,704</b>	<b>14%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	8,698	-	(8,698)	-100%
7438	InterestExpense	625,665	558,517	(67,148)	-11%
<b>SUBTOTAL - Other Outflows</b>		<b>634,363</b>	<b>558,517</b>	<b>(75,845)</b>	<b>-12%</b>
<b>TOTAL EXPENSES</b>		<b>58,502,055</b>	<b>61,143,873</b>	<b>2,639,410</b>	<b>5%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

AII MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>21,157,882</b>	<b>22,247,966</b>	<b>23,221,018</b>	<b>27,393,307</b>	<b>27,194,275</b>	<b>25,576,111</b>	<b>27,001,339</b>	<b>25,110,105</b>	<b>24,851,476</b>	<b>26,174,280</b>	<b>24,636,671</b>	<b>23,043,485</b>		
<b>Revenue</b>														
LCFF: State Aid	1,768,125	1,768,125	1,768,125	1,768,125	1,768,125	1,768,125	1,768,125	1,768,125	2,121,749	2,121,749	2,121,749	2,121,749	2,121,749	24,753,744
LCFF: EPA	-	-	1,423,195	-	-	1,423,195	-	-	1,423,195	-	-	1,423,195	-	5,692,780
LCFF: ILPT	-	920,610	920,610	920,610	920,610	920,610	920,610	920,610	920,610	920,610	920,610	920,610	920,610	11,047,319
Federal Revenue	28,513	28,258	1,411,950	28,513	201,108	1,465,731	28,513	201,108	1,465,731	28,513	28,513	481,435	1,694,417	7,092,304
Other State Revenues	157,618	174,804	1,834,496	175,200	458,813	814,386	358,338	1,873,924	358,338	358,338	358,338	358,338	1,006,287	8,287,220
Other Local Revenues	506,057	506,057	506,057	506,057	506,057	506,057	506,057	506,057	506,057	506,057	506,057	506,057	225,109	6,297,795
<b>Total Revenue</b>	<b>2,460,312</b>	<b>3,397,854</b>	<b>7,864,432</b>	<b>3,398,505</b>	<b>3,854,713</b>	<b>6,898,104</b>	<b>3,581,643</b>	<b>5,269,824</b>	<b>6,795,681</b>	<b>3,935,268</b>	<b>3,935,268</b>	<b>5,811,385</b>	<b>5,968,173</b>	<b>63,171,162</b>
<b>Expenses</b>														
Certificated Salaries	939,993	980,026	1,492,730	1,507,572	1,848,710	1,848,710	1,848,710	1,848,710	1,848,710	1,848,710	1,848,710	1,848,710	1,255,376	20,965,377
Classified Salaries	208,756	450,525	499,567	546,422	845,042	845,042	845,042	845,042	845,042	845,042	845,042	845,042	576,023	9,041,628
Benefits	224,850	634,494	720,878	794,138	891,016	891,016	891,016	891,016	891,016	891,016	891,016	891,016	503,258	10,005,748
Books and Supplies	200,489	200,489	200,489	200,489	199,849	199,849	199,849	199,849	199,849	199,849	199,849	199,849	105,364	2,506,110
Services and Operations	564,263	524,057	1,143,267	858,128	1,594,139	1,594,139	1,594,139	1,594,139	1,594,139	1,594,139	1,594,139	1,594,139	917,777	16,760,604
Depreciation / Cap Outlay	103,138	103,138	103,138	105,672	110,394	110,394	110,394	110,394	110,394	110,394	110,394	110,394	7,645	1,305,887
Other Outflows	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	-	558,517
<b>Total Expenses</b>	<b>2,288,032</b>	<b>2,939,273</b>	<b>4,206,613</b>	<b>4,058,964</b>	<b>5,535,693</b>	<b>5,535,693</b>	<b>5,535,693</b>	<b>5,535,693</b>	<b>5,535,693</b>	<b>5,535,693</b>	<b>5,535,693</b>	<b>5,535,693</b>	<b>3,365,444</b>	<b>61,143,873</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	2,519,374	1,259,687	1,259,687	1,259,687	-	-	-	-	-	-	-	-	-	6,298,435
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets/Accrual Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets - Depreciation Addback	103,138	103,138	103,138	105,672	110,394	110,394	110,394	110,394	110,394	110,394	110,394	110,394	110,394	1,298,242
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(1,601,554)	(800,777)	(800,777)	(800,777)	-	-	-	-	-	-	-	-	-	(4,003,886)
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	(103,155)	(47,578)	(47,578)	(103,155)	(47,578)	(47,578)	(47,578)	(103,155)	(47,578)	(47,578)	(103,155)	(47,578)	(47,578)	(793,241)
<b>Total Other Transactions</b>	<b>917,803</b>	<b>514,470</b>	<b>514,470</b>	<b>461,427</b>	<b>62,817</b>	<b>62,817</b>	<b>62,817</b>	<b>7,240</b>	<b>62,817</b>	<b>62,817</b>	<b>7,240</b>	<b>62,817</b>		<b>2,799,550</b>
<b>Total Change in Cash</b>	<b>1,090,084</b>	<b>973,052</b>	<b>4,172,290</b>	<b>(199,032)</b>	<b>(1,618,164)</b>	<b>1,425,228</b>	<b>(1,891,234)</b>	<b>(258,629)</b>	<b>1,322,804</b>	<b>(1,537,609)</b>	<b>(1,593,186)</b>	<b>338,508</b>		<b>4,826,839</b>
<b>ENDING CASH</b>	<b>22,247,966</b>	<b>23,221,018</b>	<b>27,393,307</b>	<b>27,194,275</b>	<b>25,576,111</b>	<b>27,001,339</b>	<b>25,110,105</b>	<b>24,851,476</b>	<b>26,174,280</b>	<b>24,636,671</b>	<b>23,043,485</b>	<b>23,381,993</b>	<<< = 140 days cash	



## MSA-1 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$1,151,289.

This is an increase of \$158,789 from the prior year projected surplus of \$992,500.

This will allow MSA-1 to end this fiscal year with a balance of \$7,445,903, which is 72.4% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$3,098,092, which represents 110 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$3,703,681, which represents 131 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$562,010, or 5.2% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$464,891 higher than in the prior year, with average daily attendance (ADA) increasing by 79.49.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$580,641) lower than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$547,799 higher than in the prior year.

**Other Local Revenues:** This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$129,961 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$403,221, or 4.1% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$581,075 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$317,599) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$143,099 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at (\$3,354) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget		
MSA 1	2020-21	Proposed 2021- 22 July Budget	Variance From	
	Estimated Actuals		Prior Year	Variance as %
Projected Average Daily Attendance:	624	703	79	13%
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	7,966,760	8,431,651	464,891	6%
Federal Revenue	1,356,304	775,664	(580,641)	-43%
Other State Revenues	1,471,815	2,019,614	547,799	37%
Other Local Revenues	81,934	211,895	129,961	159%
<b>Total Revenue</b>	<b>10,876,813</b>	<b>11,438,823</b>	<b>562,010</b>	<b>5%</b>
<b>Expenditures</b>				
Certificated Salaries	3,412,699	3,791,077	378,378	11%
Classified Salaries	776,325	901,894	125,569	16%
Benefits	1,396,742	1,473,870	77,128	6%
Books and Supplies	722,042	404,443	(317,599)	-44%
Services and Operating Exp.	3,408,506	3,551,605	143,099	4%
Depreciation & Cap Outlay	146,000	164,646	18,646	13%
Other Outflows	22,000	-	(22,000)	-100%
<b>Total Expenditures</b>	<b>9,884,314</b>	<b>10,287,535</b>	<b>403,221</b>	<b>4%</b>
<b>Net Revenues</b>	<b>992,500</b>	<b>1,151,289</b>	<b>158,789</b>	
<b>Fund Balance</b>				
Beginning Balance (Budgeted)	5,302,115	6,294,615		
Net Revenues	992,500	1,151,289		
<b>Ending Fund Balance</b>	<b>6,294,615</b>	<b>7,445,903</b>		
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.		4,069,221	39.6% of Expenditures	
Restricted Balances (Est.)		139,969	1.4% of Expenditures	
Net Fixed Assets		3,236,713	31.5% of Expenditures	
<b>Ending Fund Balance</b>		<b>7,445,903</b>	<b>72.4% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget			
<b>MSA 1</b>	2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	4,555,566	4,979,781	424,215	9%
8012 EPA Entitlement	1,421,208	1,517,194	95,986	7%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	1,989,986	1,934,676	(55,310)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>7,966,760</b>	<b>8,431,651</b>	<b>464,891</b>	<b>6%</b>

**Federal Revenue**

8181 SpEd - Revenue	75,644	85,282	9,638	13%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	1,280,660	690,382	(590,278)	-46%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>1,356,304</b>	<b>775,664</b>	<b>(580,641)</b>	<b>-43%</b>

**Other State Revenue**

8311 SpEd Revenue	412,759	426,409	13,650	3%
8520 SchoolNutrState	-	-	-	0%
8550 MandCstReimburs	20,819	22,864	2,045	10%
8560 StateLotteryRev	135,487	145,190	9,703	7%
8590 AllOthStateRev	902,749	1,425,151	522,401	58%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>1,471,815</b>	<b>2,019,614</b>	<b>547,799</b>	<b>37%</b>

**Local Revenue**

8600 Other Local Rev	-	191,895	191,895	0%
8660 Interest	-	-	-	0%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	-	-	-	0%
8699 Other Revenue	20,000	-	(20,000)	-100%
8999 Misc Revenue (Suspense)	-	-	-	0%
<b>SUBTOTAL - Local Revenue</b>	<b>20,000</b>	<b>191,895</b>	<b>171,895</b>	<b>859%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 1</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	2,705	-	(2,705)	-100%
8803	Fundraising	59,229	20,000	(39,229)	-66%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>61,934</b>	<b>20,000</b>	<b>(41,934)</b>	<b>-68%</b>
<b>TOTAL REVENUE</b>		<b>10,876,813</b>	<b>11,438,823</b>	<b>562,010</b>	<b>5%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	2,890,951	2,986,096	95,145	3%
1200	Cert Aid	-	166,198	166,198	0%
1300	Cert Adminis	521,748	638,782	117,034	22%
<b>SUBTOTAL - Certificated Salaries</b>		<b>3,412,699</b>	<b>3,791,077</b>	<b>378,378</b>	<b>11%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	278,262	319,492	41,231	15%
2200	Classified Support	314,325	388,362	74,037	24%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	183,738	194,040	10,302	6%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>776,325</b>	<b>901,894</b>	<b>125,569</b>	<b>16%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	548,341	593,782	45,441	8%
3102	STRS-Classified	-	-	-	0%
3201	PERS-Cert	-	99,939	99,939	0%
3202	PERS-Classified	136,130	24,641	(111,489)	-82%
3301	OASDI/Med-Cert	49,262	93,335	44,073	89%
3302	OASDI/Med-Class	50,309	901	(49,408)	-98%
3401	HlthWelfareCert	558,759	692,264	133,505	24%
3402	HlthWelfareCert	13,603	13,742	139	1%
3501	UI-Certificated	8,444	12,534	4,090	48%
3502	UI-Classified	3,006	7,731	4,726	157%
3601	WorkersCmp-Cert	28,888	35,000	6,112	21%
3602	WorkersCmp-Class	-	-	-	0%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	(100,000)	(100,000)	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>1,396,742</b>	<b>1,473,870</b>	<b>77,128</b>	<b>6%</b>

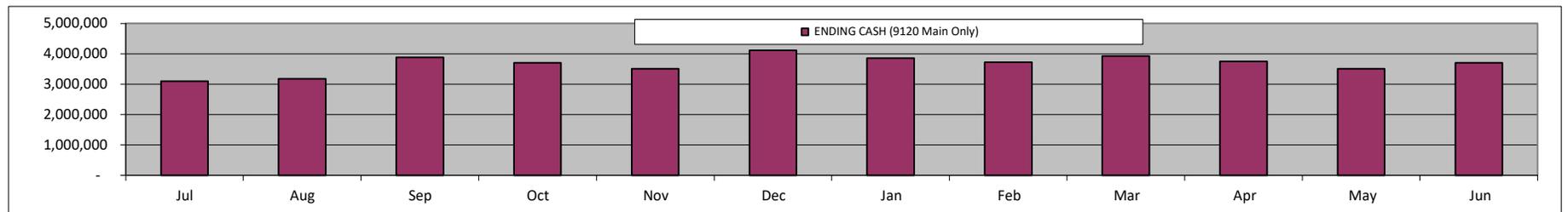
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 1		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	40,052	80,000	39,948	100%
4200	BooksOthRefMats	-	20,000	20,000	0%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	36,735	45,000	8,265	22%
4315	OthrSupplies	7,000	25,000	18,000	257%
4320	Office Supplies	12,000	20,000	8,000	67%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	17,000	10,000	(7,000)	-41%
4335	PE Supplies	5,000	10,000	5,000	100%
4340	Educat Software	75,187	87,137	11,950	16%
4345	NonInstStdntSup	129,398	25,000	(104,398)	-81%
4346	TeacherSupplies	4,000	10,000	6,000	150%
4350	Cust. Supplies	12,000	30,000	18,000	150%
4351	Yearbook	-	-	-	0%
4390	Uniforms	3,000	22,415	19,415	647%
4400	NonCapEquip-Gen	8,046	9,891	1,845	23%
4410	ClssrmFrmEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	-	-	-	0%
4440	Computers <\$5k	122,948	-	(122,948)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	245,676	-	(245,676)	-100%
4710	Food	1,000	5,000	4,000	400%
4720	Food:Other Food	3,000	5,000	2,000	67%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>722,042</b>	<b>404,443</b>	<b>(317,599)</b>	<b>-44%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 1		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	881,368	1,078,281	196,913	22%
5205	Conference Fees	-	10,000	10,000	0%
5210	MilesParkTolls	3,000	5,000	2,000	67%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	-	-	0%
5300	DuesMemberships	14,000	15,000	1,000	7%
5450	Other Insurance	90,000	95,000	5,000	6%
5500	OpsHousekeeping	92,954	100,000	7,046	8%
5510	Gas & Electric	90,000	100,000	10,000	11%
5610	Rent & Leases	1,286,920	1,287,000	80	0%
5620	EquipmentLeases	71,000	79,000	8,000	11%
5630	Reps&MaintBldng	4,000	60,000	56,000	1400%
5800	ProfessServices	336,426	60,143	(276,283)	-82%
5810	Legal	44,960	35,000	(9,960)	-22%
5813	SchPrgAftSchool	-	118,713	118,713	0%
5814	SchPrgAcadComps	38,179	7,500	(30,679)	-80%
5819	SchlProgs-Other	48,229	70,000	21,771	45%
5820	Audit & CPA	3,000	9,000	6,000	200%
5825	DMSBusiness Svcs	-	-	-	0%
5835	Field Trips	18,775	30,000	11,225	60%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	37,090	25,000	(12,090)	-33%
5850	Oversight Fees	72,294	88,000	15,706	22%
5857	Payroll Fees	26,000	30,000	4,000	15%
5860	Service Fees	15,600	16,000	400	3%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	17,651	20,336	2,685	15%
5864	Prof Dev-Other	27,852	20,000	(7,852)	-28%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	105,288	85,282	(20,006)	-19%
5870	Livescan	1,500	-	(1,500)	-100%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	19,000	40,000	21,000	111%
5890	Oth Svcs Non-Inst	-	-	-	0%
5900	Communications	16,600	37,000	20,400	123%
5910	Communications 2	250	-	(250)	-100%
5920	TelecomInternet	15,500	-	(15,500)	-100%
5930	PostageDelivery	10,000	5,000	(5,000)	-50%
5940	Technology	26,750	25,350	(1,400)	-5%
5990	Prior Year Adj (Services)	(5,679)	-	5,679	-100%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>3,408,506</b>	<b>3,551,605</b>	<b>143,099</b>	<b>4%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 1</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	146,000	164,646	18,646	13%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>146,000</b>	<b>164,646</b>	<b>18,646</b>	<b>13%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	22,000	-	(22,000)	-100%
<b>SUBTOTAL - Other Outflows</b>		<b>22,000</b>	<b>-</b>	<b>(22,000)</b>	<b>-100%</b>
<b>TOTAL EXPENSES</b>		<b>9,884,314</b>	<b>10,287,535</b>	<b>403,221</b>	<b>4%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>3,152,939</b>	<b>3,098,092</b>	<b>3,173,937</b>	<b>3,879,240</b>	<b>3,703,757</b>	<b>3,507,185</b>	<b>4,108,696</b>	<b>3,853,541</b>	<b>3,715,404</b>	<b>3,932,007</b>	<b>3,747,991</b>	<b>3,508,398</b>	<b>3,703,681</b>	
<b>Revenue</b>														
LCFF: State Aid	355,699	355,699	355,699	355,699	355,699	355,699	355,699	355,699	426,838	426,838	426,838	426,838	426,838	4,979,781
LCFF: EPA	-	-	379,299	-	-	379,299	-	-	379,299	-	-	379,299	-	1,517,194
LCFF: ILPT	-	161,223	161,223	161,223	161,223	161,223	161,223	161,223	161,223	161,223	161,223	161,223	161,223	1,934,676
Federal Revenue	-	-	267,273	-	172,595	21,321	-	172,595	21,321	-	-	-	120,559	775,664
Other State Revenues	30,458	30,458	172,973	30,458	46,590	616,650	160,602	160,602	160,602	160,602	160,602	160,602	128,415	2,019,614
Other Local Revenues	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	194,752	211,895
<b>Total Revenue</b>	<b>387,585</b>	<b>548,808</b>	<b>1,337,895</b>	<b>548,808</b>	<b>737,536</b>	<b>1,535,619</b>	<b>678,952</b>	<b>851,548</b>	<b>1,150,711</b>	<b>750,092</b>	<b>750,092</b>	<b>1,129,391</b>	<b>1,031,787</b>	<b>11,438,823</b>
<b>Expenses</b>														
Certificated Salaries	166,499	152,119	266,142	274,155	344,960	344,960	344,960	344,960	344,960	344,960	344,960	344,960	172,480	3,791,077
Classified Salaries	21,529	43,286	56,377	52,848	85,630	85,630	85,630	85,630	85,630	85,630	85,630	85,630	42,815	901,894
Benefits	63,721	82,003	99,161	111,358	131,486	131,486	131,486	131,486	131,486	131,486	131,486	131,486	65,743	1,473,870
Books and Supplies	32,355	32,355	32,355	32,355	32,355	32,355	32,355	32,355	32,355	32,355	32,355	32,355	16,178	404,443
Services and Operations	43,554	133,603	148,959	168,400	339,677	339,677	339,677	339,677	339,677	339,677	339,677	339,677	339,677	3,551,605
Depreciation / Cap Outlay	8,035	8,035	8,035	10,569	15,291	15,291	15,291	15,291	15,291	15,291	15,291	15,291	7,645	164,646
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>335,693</b>	<b>451,400</b>	<b>611,029</b>	<b>649,685</b>	<b>949,399</b>	<b>644,538</b>	<b>10,287,535</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	410,008	205,004	205,004	205,004										1,025,019
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	8,035	8,035	8,035	10,569	15,291	15,291	15,291	15,291	15,291	15,291	15,291	15,291		157,001
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(469,203)	(234,602)	(234,602)	(234,602)										(1,173,009)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)	(55,577)			(55,577)				(55,577)			(55,577)			(222,308)
<b>Total Other Transactions</b>	<b>(106,738)</b>	<b>(21,563)</b>	<b>(21,563)</b>	<b>(74,606)</b>	<b>15,291</b>	<b>15,291</b>	<b>15,291</b>	<b>(40,286)</b>	<b>15,291</b>	<b>15,291</b>	<b>(40,286)</b>	<b>15,291</b>		<b>(213,297)</b>
<b>Total Change in Cash</b>	<b>(54,846)</b>	<b>75,845</b>	<b>705,303</b>	<b>(175,483)</b>	<b>(196,572)</b>	<b>601,512</b>	<b>(255,156)</b>	<b>(138,137)</b>	<b>216,603</b>	<b>(184,016)</b>	<b>(239,593)</b>	<b>195,283</b>		<b>937,992</b>
<b>ENDING CASH (9120 Main Only)</b>	<b>3,098,092</b>	<b>3,173,937</b>	<b>3,879,240</b>	<b>3,703,757</b>	<b>3,507,185</b>	<b>4,108,696</b>	<b>3,853,541</b>	<b>3,715,404</b>	<b>3,932,007</b>	<b>3,747,991</b>	<b>3,508,398</b>	<b>3,703,681</b>		<<< = 131 days cash



## MSA-2 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$287,435.

This is an increase of \$72,412 from the prior year projected surplus of \$215,023.

This will allow MSA-2 to end this fiscal year with a balance of \$2,079,431, which is 32.5% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$2,708,611, which represents 154 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$2,906,196, which represents 166 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$482,530, or 7.8% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$784,118 higher than in the prior year, with LCFF COLA adjustments.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$604,004) lower than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$334,725 higher than in the prior year.

**Other Local Revenues:** This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at (\$32,310) lower than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$410,117, or 6.8% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$328,704 higher than in the prior year, reflecting budget adjustments to address changes.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$224,876) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$276,231 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$30,059 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 2</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		419	469	50	12%
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement		4,789,071	5,573,189	784,118	16%
Federal Revenue		957,559	353,555	(604,004)	-63%
Other State Revenues		399,046	733,771	334,725	84%
Other Local Revenues		62,310	30,000	(32,310)	-52%
<b>Total Revenue</b>		<b>6,207,986</b>	<b>6,690,516</b>	<b>482,530</b>	<b>8%</b>
<b>Expenditures</b>					
Certificated Salaries		2,344,603	2,582,424	237,821	10%
Classified Salaries		564,262	628,150	63,888	11%
Benefits		954,214	981,209	26,995	3%
Books and Supplies		560,608	335,732	(224,876)	-40%
Services and Operating Exp.		1,485,017	1,761,248	276,231	19%
Depreciation & Cap Outlay		84,259	114,318	30,059	36%
Other Outflows		-	-	-	0%
<b>Total Expenditures</b>		<b>5,992,964</b>	<b>6,403,081</b>	<b>410,117</b>	<b>7%</b>
<b>Net Revenues</b>		<b>215,023</b>	<b>287,435</b>	<b>72,412</b>	
<b>Fund Balance</b>					
Beginning Balance (Budgeted)		1,576,974	1,791,997		
Net Revenues		215,023	287,435		
<b>Ending Fund Balance</b>		<b>1,791,997</b>	<b>2,079,431</b>		
<b>Components of Fund Bal.</b>					
Available For Econ. Uncert.			2,082,738	32.5% of Expenditures	
Restricted Balances (Est.)			23,651	0.4% of Expenditures	
Net Fixed Assets			(26,958)	-0.4% of Expenditures	
<b>Ending Fund Balance</b>			<b>2,079,431</b>	<b>32.5% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget		
<b>MSA 2</b>	2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	2,707,406	3,389,752	682,346	25%
8012 EPA Entitlement	855,943	990,136	134,193	16%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	1,225,722	1,193,301	(32,421)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>4,789,071</b>	<b>5,573,189</b>	<b>784,118</b>	<b>16%</b>

**Federal Revenue**

8181 SpEd - Revenue	85,222	56,919	(28,303)	-33%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	872,337	296,636	(575,701)	-66%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>957,559</b>	<b>353,555</b>	<b>(604,004)</b>	<b>-63%</b>

**Other State Revenue**

8311 SpEd Revenue	262,775	284,593	21,817	8%
8520 SchoolNutrState	-	-	-	0%
8550 MandCstReimburs	12,027	13,727	1,700	14%
8560 StateLotteryRev	83,453	92,654	9,202	11%
8590 AllOthStateRev	40,791	342,797	302,006	740%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>399,046</b>	<b>733,771</b>	<b>334,725</b>	<b>84%</b>

**Local Revenue**

8600 Other Local Rev	2,228	-	(2,228)	-100%
8660 Interest	-	-	-	0%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	25,000	-	(25,000)	-100%
8699 Other Revenue	-	-	-	0%
8999 Misc Revenue (Suspense)	-	-	-	0%
<b>SUBTOTAL - Local Revenue</b>	<b>29,469</b>	<b>-</b>	<b>(29,469)</b>	<b>-100%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 2		2020-21	Proposed 2021-	Variance From	
		Estimated Actuals	22 July Budget	Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	2,500	-	(2,500)	-100%
8803	Fundraising	30,341	30,000	(341)	-1%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>32,841</b>	<b>30,000</b>	<b>(2,841)</b>	<b>-9%</b>
<b>TOTAL REVENUE</b>		<b>6,207,986</b>	<b>6,690,516</b>	<b>482,530</b>	<b>8%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,929,233	1,972,750	43,517	2%
1200	Cert Aid	-	166,978	166,978	0%
1300	Cert Adminis	415,370	442,696	27,326	7%
<b>SUBTOTAL - Certificated Salaries</b>		<b>2,344,603</b>	<b>2,582,424</b>	<b>237,821</b>	<b>10%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	90,239	181,797	91,558	101%
2200	Classified Support	138,793	72,446	(66,347)	-48%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	335,230	373,907	38,677	12%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>564,262</b>	<b>628,150</b>	<b>63,888</b>	<b>11%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	352,675	364,814	12,139	3%
3102	STRS-Classified	-	-	-	0%
3201	PERS-Cert	8,861	-	(8,861)	-100%
3202	PERS-Classified	118,496	100,571	(17,925)	-15%
3301	OASDI/Med-Cert	32,306	56,468	24,162	75%
3302	OASDI/Med-Class	46,425	-	(46,425)	-100%
3401	HIthWelfareCert	347,169	387,832	40,663	12%
3402	HIthWelfareCert	10,821	26,686	15,865	147%
3501	UI-Certificated	2,095	11,524	9,429	450%
3502	UI-Classified	989	1,315	326	33%
3601	WorkersCmp-Cert	34,377	32,000	(2,377)	-7%
3602	WorkersCmp-Class	-	-	-	0%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>954,214</b>	<b>981,209</b>	<b>26,995</b>	<b>3%</b>

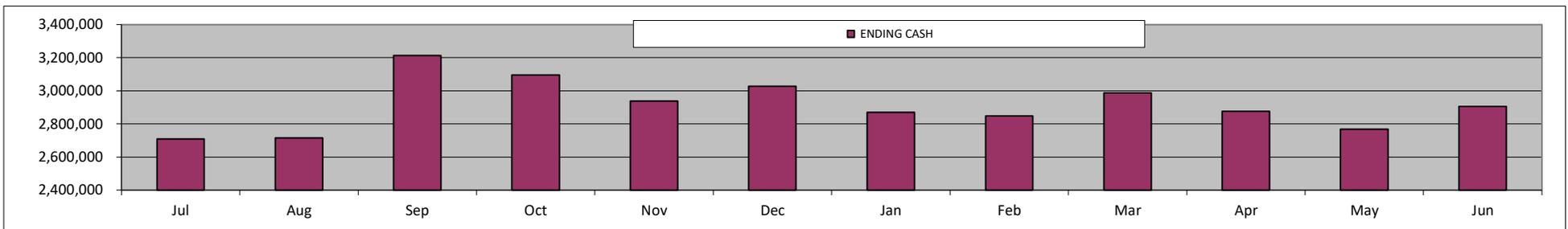
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 2		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	28,000	99,814	71,814	256%
4200	BooksOthRefMats	1,000	1,000	-	0%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	33,549	35,000	1,451	4%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	13,500	13,500	-	0%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	-	-	0%
4335	PE Supplies	-	-	-	0%
4340	Educat Software	56,655	68,123	11,468	20%
4345	NonInstStdntSup	73,115	43,000	(30,115)	-41%
4346	TeacherSupplies	-	-	-	0%
4350	Cust. Supplies	8,500	8,500	-	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	16,310	16,310	0%
4400	NonCapEquip-Gen	2,500	2,500	-	0%
4410	ClssrmFrnEqp<5k	7,000	7,000	-	0%
4430	OffceFurnEqp<5k	45,000	5,000	(40,000)	-89%
4440	Computers <\$5k	33,000	-	(33,000)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	256,412	27,985	(228,427)	-89%
4710	Food	-	5,000	5,000	0%
4720	Food:Other Food	2,378	3,000	622	26%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>560,608</b>	<b>335,732</b>	<b>(224,876)</b>	<b>-40%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 2		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	794,858	878,007	83,149	10%
5205	Conference Fees	1,032	1,000	(32)	-3%
5210	MilesParkTolls	1,200	1,000	(200)	-17%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	1,000	1,000	0%
5300	DuesMemberships	6,968	9,000	2,032	29%
5450	Other Insurance	36,550	42,000	5,450	15%
5500	OpsHousekeeping	17,000	27,000	10,000	59%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	140,000	170,000	30,000	21%
5620	EquipmentLeases	21,000	30,000	9,000	43%
5630	Reps&MaintBldng	15,000	40,000	25,000	167%
5800	ProfessServices	122,262	104,520	(17,742)	-15%
5810	Legal	1,869	25,000	23,131	1238%
5813	SchPrgAftSchool	-	-	-	0%
5814	SchPrgAcadComps	10,500	-	(10,500)	-100%
5819	SchlProgs-Other	8,788	28,000	19,212	219%
5820	Audit & CPA	3,000	9,000	6,000	200%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	20,341	25,000	4,659	23%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	-	15,000	15,000	0%
5850	Oversight Fees	44,697	50,000	5,303	12%
5857	Payroll Fees	18,000	20,000	2,000	11%
5860	Service Fees	500	4,000	3,500	700%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	20,727	25,000	4,273	21%
5864	Prof Dev-Other	30,000	29,702	(298)	-1%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	50,000	56,919	6,919	14%
5870	Livescan	750	750	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	82,000	120,000	38,000	46%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	6,000	19,000	13,000	217%
5910	Communications 2	2,275	-	(2,275)	-100%
5920	TelecomInternet	7,550	-	(7,550)	-100%
5930	PostageDelivery	4,000	5,000	1,000	25%
5940	Technology	18,150	25,350	7,200	40%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,485,017</b>	<b>1,761,248</b>	<b>276,231</b>	<b>19%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 2</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	84,259	114,318	30,059	36%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>84,259</b>	<b>114,318</b>	<b>30,059</b>	<b>36%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>
<b>TOTAL EXPENSES</b>		<b>5,992,964</b>	<b>6,403,081</b>	<b>410,117</b>	<b>7%</b>

**Monthly Update - Monthly Cash Flow (Projections) 2021-22**

MSA-2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>2,808,803</b>	<b>2,708,611</b>	<b>2,716,461</b>	<b>3,213,844</b>	<b>3,095,964</b>	<b>2,938,066</b>	<b>3,027,701</b>	<b>2,869,802</b>	<b>2,849,023</b>	<b>2,987,083</b>	<b>2,877,609</b>	<b>2,768,136</b>	<b>2,906,196</b>	
<b>Revenue</b>														
LCFF: State Aid	242,125	242,125	242,125	242,125	242,125	242,125	242,125	242,125	290,550	290,550	290,550	290,550	290,550	3,389,752
LCFF: EPA	-	-	247,534	-	-	247,534	-	-	247,534	-	-	247,534	-	990,136
LCFF: ILPT	-	99,442	99,442	99,442	99,442	99,442	99,442	99,442	99,442	99,442	99,442	99,442	99,442	1,193,301
Federal Revenue	4,554	4,554	183,543	4,554	4,554	4,554	4,554	4,554	4,554	4,554	4,554	4,554	119,924	353,555
Other State Revenues	20,328	20,328	157,447	20,328	30,623	30,623	30,623	167,742	30,623	30,623	30,623	30,623	133,237	733,771
Other Local Revenues	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	4,286	30,000
<b>Total Revenue</b>	<b>269,150</b>	<b>368,591</b>	<b>932,233</b>	<b>368,591</b>	<b>378,886</b>	<b>626,420</b>	<b>378,886</b>	<b>516,005</b>	<b>674,845</b>	<b>427,311</b>	<b>427,311</b>	<b>674,845</b>	<b>647,439</b>	<b>6,690,516</b>
<b>Expenses</b>														
Certificated Salaries	106,881	128,181	182,175	193,070	193,070	193,070	193,070	193,070	193,070	193,070	193,070	193,070	427,556	2,582,424
Classified Salaries	17,664	33,479	39,856	40,384	40,384	40,384	40,384	40,384	40,384	40,384	40,384	40,384	173,694	628,150
Benefits	18,590	64,057	75,210	80,590	80,590	80,590	80,590	80,590	80,590	80,590	80,590	80,590	98,044	981,209
Books and Supplies	26,859	26,859	26,859	26,859	26,219	26,219	26,219	26,219	26,219	26,219	26,219	26,219	18,549	335,732
Services and Operations	29,790	23,386	25,971	60,790	196,522	196,522	196,522	196,522	196,522	196,522	196,522	196,522	49,131	1,761,248
Depreciation / Cap Outlay	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	-	114,318
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>209,310</b>	<b>285,489</b>	<b>359,597</b>	<b>411,219</b>	<b>546,311</b>	<b>766,974</b>	<b>6,403,081</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	308,694	154,347	154,347	154,347										771,736
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527	9,527		114,318
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(478,252)	(239,126)	(239,126)	(239,126)										(1,195,631)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
<b>Total Other Transactions</b>	<b>(160,031)</b>	<b>(75,252)</b>	<b>(75,252)</b>	<b>(75,252)</b>	<b>9,527</b>		<b>(309,577)</b>							
<b>Total Change in Cash</b>	<b>(100,192)</b>	<b>7,850</b>	<b>497,383</b>	<b>(117,880)</b>	<b>(157,899)</b>	<b>89,635</b>	<b>(157,899)</b>	<b>(20,780)</b>	<b>138,060</b>	<b>(109,474)</b>	<b>(109,474)</b>	<b>138,060</b>		<b>(22,142)</b>
<b>ENDING CASH</b>	<b>2,708,611</b>	<b>2,716,461</b>	<b>3,213,844</b>	<b>3,095,964</b>	<b>2,938,066</b>	<b>3,027,701</b>	<b>2,869,802</b>	<b>2,849,023</b>	<b>2,987,083</b>	<b>2,877,609</b>	<b>2,768,136</b>	<b>2,906,196</b>		<<< = 166 days cash



## MSA-3 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$31,679.

This is an decrease of (\$170,112) from the prior year projected surplus of \$202,996.

This will allow MSA-3 to end this fiscal year with a balance of \$1,035,390, which is 15.7% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,588,976, which represents 88 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$1,851,492, which represents 102 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$164,164, or 2.5% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$486,975) lower than in the prior year, with average daily attendance (ADA) decreasing by 68.78.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at \$432,487 higher than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$228,166 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$20,000 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$334,276, or 5.3% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$536,590 higher than in the Prior Budget, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$69,968) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$149,297) lower than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$16,951 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 3</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		468	399	(69)	-15%
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	5,034,004	4,547,029	(486,975)	-10%	
Federal Revenue	817,268	1,249,755	432,487	53%	
Other State Revenues	601,147	829,312	228,166	38%	
Other Local Revenues	29,514	20,000	(9,514)	-32%	
<b>Total Revenue</b>	<b>6,481,932</b>	<b>6,646,096</b>	<b>164,164</b>	<b>3%</b>	
<b>Expenditures</b>					
Certificated Salaries	2,248,278	2,543,129	294,851	13%	
Classified Salaries	661,744	731,364	69,620	11%	
Benefits	1,017,736	1,189,856	172,119	17%	
Books and Supplies	356,826	286,858	(69,968)	-20%	
Services and Operating Exp.	1,957,327	1,809,234	(149,297)	-8%	
Depreciation & Cap Outlay	36,616	53,976	17,360	47%	
Other Outflows	409	-	(409)	-100%	
<b>Total Expenditures</b>	<b>6,278,936</b>	<b>6,614,417</b>	<b>334,276</b>	<b>5%</b>	
<b>Net Revenues</b>	<b>202,996</b>	<b>31,679</b>	<b>(170,112)</b>		
<b>Fund Balance</b>					
Beginning Balance (Budgeted)	800,715	1,003,711			
Net Revenues	202,996	31,679			
<b>Ending Fund Balance</b>	<b>1,003,711</b>	<b>1,035,390</b>			
<b>Components of Fund Bal.</b>					
Available For Econ. Uncert.		1,018,509	15.4% of Expenditures		
Restricted Balances (Est.)		16,881	0.3% of Expenditures		
Net Fixed Assets		-	0.0% of Expenditures		
<b>Ending Fund Balance</b>		<b>1,035,390</b>	<b>15.7% of Expenditures</b>		



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget			
<b>MSA 3</b>	2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	2,716,750	2,378,373	(338,377)	-12%
8012 EPA Entitlement	948,956	836,550	(112,406)	-12%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	1,368,298	1,332,106	(36,192)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>5,034,004</b>	<b>4,547,029</b>	<b>(486,975)</b>	<b>-10%</b>

**Federal Revenue**

8181 SpEd - Revenue	56,762	48,422	(8,340)	-15%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	760,506	1,201,333	440,827	58%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>817,268</b>	<b>1,249,755</b>	<b>432,487</b>	<b>53%</b>

**Other State Revenue**

8311 SpEd Revenue	281,947	242,112	(39,835)	-14%
8520 SchoolNutrState	-	-	-	0%
8550 MandCstReimburs	14,560	14,830	270	2%
8560 StateLotteryRev	93,160	84,058	(9,102)	-10%
8590 AllOthStateRev	211,480	488,313	276,833	131%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>601,147</b>	<b>829,312</b>	<b>228,166</b>	<b>38%</b>

**Local Revenue**

8600 Other Local Rev	-	-	-	0%
8660 Interest	-	-	-	0%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	-	-	-	0%
8699 Other Revenue	963	-	(963)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 3</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	28,551	20,000	(8,551)	-30%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>28,551</b>	<b>20,000</b>	<b>(8,551)</b>	<b>-30%</b>
<b>TOTAL REVENUE</b>		<b>6,481,932</b>	<b>6,646,096</b>	<b>164,164</b>	<b>3%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,792,667	1,970,962	178,295	10%
1200	Cert Aid	-	79,695	79,695	0%
1300	Cert Adminis	455,611	492,472	36,861	8%
<b>SUBTOTAL - Certificated Salaries</b>		<b>2,248,278</b>	<b>2,543,129</b>	<b>294,851</b>	<b>13%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	374,550	375,096	545	0%
2200	Classified Support	141,582	205,197	63,615	45%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	145,611	151,071	5,460	4%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>661,744</b>	<b>731,364</b>	<b>69,620</b>	<b>11%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	334,409	379,268	44,859	13%
3102	STRS-Classified	-	-	-	0%
3201	PERS-Cert	-	-	-	0%
3202	PERS-Classified	140,182	189,126	48,944	35%
3301	OASDI/Med-Cert	33,076	52,229	19,153	58%
3302	OASDI/Med-Class	55,638	-	(55,638)	-100%
3401	HlthWelfareCert	302,868	512,377	209,509	69%
3402	HlthWelfareCert	115,045	6,231	(108,814)	-95%
3501	UI-Certificated	2,326	11,691	9,365	403%
3502	UI-Classified	703	2,934	2,231	317%
3601	WorkersCmp-Cert	33,440	36,000	2,560	8%
3602	WorkersCmp-Class	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 3</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	25	-	(25)	-100%
3902	OthBenes-Class	25	-	(25)	-100%
<b>SUBTOTAL - Employee Benefits</b>		<b>1,017,736</b>	<b>1,189,856</b>	<b>172,119</b>	<b>17%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 3		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	31,242	85,000	53,758	172%
4200	BooksOthRefMats	-	5,000	5,000	0%
4300	Materials and Supplies	4,999	-	(4,999)	-100%
4310	Ins Mats & Sups	20,050	42,935	22,885	114%
4315	OthrSupplies	15,546	15,000	(546)	-4%
4320	Office Supplies	2,000	15,000	13,000	650%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	-	-	0%
4335	PE Supplies	-	2,000	2,000	0%
4340	Educat Software	55,482	58,883	3,401	6%
4345	NonInstStdntSup	79,312	20,000	(59,312)	-75%
4346	TeacherSupplies	-	-	-	0%
4350	Cust. Supplies	-	1,000	1,000	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	27,040	27,040	0%
4400	NonCapEquip-Gen	10,000	2,000	(8,000)	-80%
4410	ClssrmFrnEqp<5k	-	-	-	0%
4430	OfficeFurnEqp<5k	-	500	500	0%
4440	Computers <\$5k	-	500	500	0%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	138,195	5,000	(133,195)	-96%
4710	Food	-	5,000	5,000	0%
4720	Food:Other Food	-	2,000	2,000	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>356,826</b>	<b>286,858</b>	<b>(69,968)</b>	<b>-20%</b>

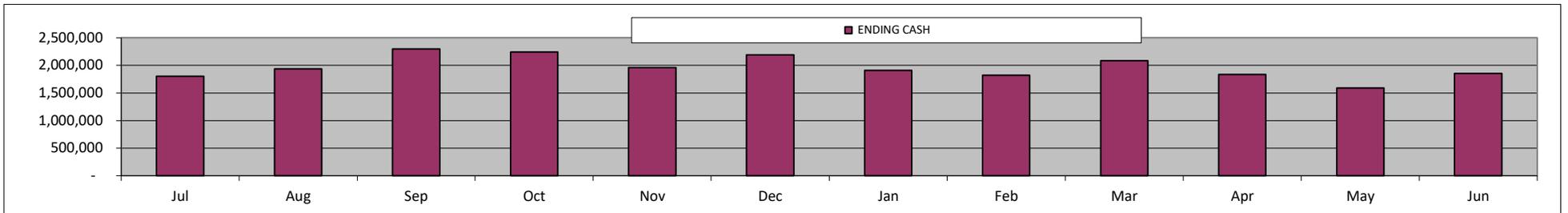
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 3		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	881,368	794,405	(86,963)	-10%
5205	Conference Fees	-	-	-	0%
5210	MilesParkTolls	-	500	500	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	-	-	0%
5300	DuesMemberships	7,000	6,000	(1,000)	-14%
5450	Other Insurance	49,353	36,000	(13,353)	-27%
5500	OpsHousekeeping	-	1,000	1,000	0%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	362,803	279,000	(83,803)	-23%
5620	EquipmentLeases	16,000	20,000	4,000	25%
5630	Reps&MaintBldng	-	500	500	0%
5800	ProfessServices	94,872	70,811	(24,061)	-25%
5810	Legal	80,000	90,000	10,000	13%
5813	SchPrgAftSchool	116,619	122,746	6,127	-
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	21,323	15,000	(6,323)	-30%
5820	Audit & CPA	10,200	8,500	(1,700)	-17%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	-	8,000	8,000	0%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	17,700	10,000	(7,700)	-44%
5850	Oversight Fees	53,481	55,000	1,519	3%
5857	Payroll Fees	30,000	20,000	(10,000)	-33%
5860	Service Fees	1,000	7,000	6,000	600%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	23,972	40,500	16,528	69%
5864	Prof Dev-Other	19,767	20,000	233	1%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	46,707	49,422	2,715	6%
5870	Livescan	500	500	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	40,000	80,000	40,000	100%
5890	OthSvcsNon-Inst	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 3</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	1,000	43,000	42,000	4200%
5910	Communications 2	200	-	(200)	-100%
5920	TelecomInternet	50,000	-	(50,000)	-100%
5930	PostageDelivery	6,000	6,000	-	0%
5940	Technology	27,463	25,350	(2,113)	-8%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,957,327</b>	<b>1,809,234</b>	<b>(149,297)</b>	<b>-8%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 3</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	36,616	53,976	17,360	47%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>36,616</b>	<b>53,976</b>	<b>17,360</b>	<b>47%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	409	-	(409)	-100%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>409</b>	<b>-</b>	<b>(409)</b>	<b>-100%</b>
<b>TOTAL EXPENSES</b>		<b>6,278,936</b>	<b>6,614,417</b>	<b>334,276</b>	<b>5%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>1,593,869</b>	<b>1,802,849</b>	<b>1,936,378</b>	<b>2,296,051</b>	<b>2,239,299</b>	<b>1,958,368</b>	<b>2,186,907</b>	<b>1,905,975</b>	<b>1,820,369</b>	<b>2,082,885</b>	<b>1,835,930</b>	<b>1,588,976</b>	<b>1,851,492</b>	
<b>Revenue</b>														
LCFF: State Aid	169,884	169,884	169,884	169,884	169,884	169,884	169,884	169,884	203,861	203,861	203,861	203,861	203,861	2,378,373
LCFF: EPA	-	-	209,138	-	-	209,138	-	-	209,138	-	-	209,138	-	836,550
LCFF: ILPT	-	111,009	111,009	111,009	111,009	111,009	111,009	111,009	111,009	111,009	111,009	111,009	111,009	1,332,106
Federal Revenue	3,874	3,874	163,236	3,874	3,874	304,207	3,874	3,874	304,207	3,874	3,874	304,207	142,908	1,249,755
Other State Revenues	17,294	17,294	212,619	17,294	26,633	26,633	26,633	221,959	26,633	26,633	26,633	26,633	156,420	829,312
Other Local Revenues	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	2,857	20,000
<b>Total Revenue</b>	<b>192,480</b>	<b>303,489</b>	<b>867,313</b>	<b>303,489</b>	<b>312,828</b>	<b>822,299</b>	<b>312,828</b>	<b>508,154</b>	<b>856,276</b>	<b>346,805</b>	<b>346,805</b>	<b>856,276</b>	<b>617,054</b>	<b>6,646,096</b>
<b>Expenses</b>														
Certificated Salaries	73,168	108,801	171,105	172,542	237,355	237,355	237,355	237,355	237,355	237,355	237,355	237,355	118,677	2,543,129
Classified Salaries	12,942	36,960	54,920	60,677	66,572	66,572	66,572	66,572	66,572	66,572	66,572	66,572	33,286	731,364
Benefits	18,714	50,849	81,057	90,260	111,644	111,644	111,644	111,644	111,644	111,644	111,644	111,644	55,822	1,189,856
Books and Supplies	22,949	22,949	22,949	22,949	22,949	22,949	22,949	22,949	22,949	22,949	22,949	22,949	11,474	286,858
Services and Operations	52,584	48,829	276,039	112,241	155,240	155,240	155,240	155,240	155,240	155,240	155,240	155,240	77,620	1,809,234
Depreciation / Cap Outlay	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	-	53,976
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>184,855</b>	<b>272,886</b>	<b>610,567</b>	<b>463,167</b>	<b>598,258</b>	<b>296,880</b>	<b>6,614,417</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	281,391	140,695	140,695	140,695										703,477
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498	4,498		53,976
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(84,534)	(42,267)	(42,267)	(42,267)										(211,335)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
<b>Total Other Transactions</b>	<b>201,355</b>	<b>102,926</b>	<b>102,926</b>	<b>102,926</b>	<b>4,498</b>		<b>546,118</b>							
<b>Total Change in Cash</b>	<b>208,980</b>	<b>133,529</b>	<b>359,673</b>	<b>(56,752)</b>	<b>(280,931)</b>	<b>228,539</b>	<b>(280,931)</b>	<b>(85,606)</b>	<b>262,516</b>	<b>(246,955)</b>	<b>(246,955)</b>	<b>262,516</b>		<b>577,797</b>
<b>ENDING CASH</b>	<b>1,802,849</b>	<b>1,936,378</b>	<b>2,296,051</b>	<b>2,239,299</b>	<b>1,958,368</b>	<b>2,186,907</b>	<b>1,905,975</b>	<b>1,820,369</b>	<b>2,082,885</b>	<b>1,835,930</b>	<b>1,588,976</b>	<b>1,851,492</b>		<<< = 102 days cash



## MSA-4 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$4,612.

This is an increase of \$8,142 from the prior year projected deficit of (\$2,326).

This will allow MSA-4 to end this fiscal year with a balance of \$910,575, which is 40.5% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$929,811, which represents 151 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$1,044,592, which represents 170 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$381,622, or 20.4% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$1,854) lower than in the prior year, with average daily attendance (ADA) decreasing by 11.31.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at \$315,522 higher than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$70,277 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$7,500 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$373,480, or 19.9% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$468,333 higher than in the Prior Budget, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$52,780) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$37,071) lower than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at (\$5,002) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 4</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		122	110	(11)	-9%
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement		1,431,301	1,429,447	(1,854)	0%
Federal Revenue		308,218	623,740	315,522	102%
Other State Revenues		121,905	192,182	70,277	58%
Other Local Revenues		9,823	7,500	(2,323)	-24%
<b>Total Revenue</b>		<b>1,871,247</b>	<b>2,252,869</b>	<b>381,622</b>	<b>20%</b>
<b>Expenditures</b>					
Certificated Salaries		795,904	1,072,868	276,964	35%
Classified Salaries		150,696	185,668	34,972	23%
Benefits		317,769	474,166	156,397	49%
Books and Supplies		169,540	116,760	(52,780)	-31%
Services and Operating Exp.		420,829	384,962	(37,071)	-9%
Depreciation & Cap Outlay		18,835	13,833	(5,002)	-27%
Other Outflows		-	-	-	0%
<b>Total Expenditures</b>		<b>1,873,573</b>	<b>2,248,257</b>	<b>373,480</b>	<b>20%</b>
<b>Net Revenues</b>		<b>(2,326)</b>	<b>4,612</b>	<b>8,142</b>	
<b>Fund Balance</b>					
Beginning Balance (Budgeted)		908,289	905,963		
Net Revenues		(2,326)	4,612		
<b>Ending Fund Balance</b>		<b>905,963</b>	<b>910,575</b>		
<b>Components of Fund Bal.</b>					
Available For Econ. Uncert.			891,038	39.6% of Expenditures	
Restricted Balances (Est.)			19,536	0.9% of Expenditures	
Net Fixed Assets			-	0.0% of Expenditures	
<b>Ending Fund Balance</b>			<b>910,575</b>	<b>40.5% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget		
<b>MSA 4</b>	2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	818,661	842,312	23,651	3%
8012 EPA Entitlement	256,902	240,806	(16,096)	-6%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	355,738	346,329	(9,409)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>1,431,301</b>	<b>1,429,447</b>	<b>(1,854)</b>	<b>0%</b>

**Federal Revenue**

8181 SpEd - Revenue	24,734	13,386	(11,348)	-46%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	283,484	610,354	326,870	115%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>308,218</b>	<b>623,740</b>	<b>315,522</b>	<b>102%</b>

**Other State Revenue**

8311 SpEd Revenue	80,844	66,930	(13,914)	-17%
8520 SchoolNutrState	-	-	-	0%
8550 MandCstReimburs	4,752	5,251	499	11%
8560 StateLotteryRev	24,220	21,970	(2,250)	-9%
8590 AllOthStateRev	12,088	98,031	85,943	711%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>121,905</b>	<b>192,182</b>	<b>70,277</b>	<b>58%</b>

**Local Revenue**

8600 Other Local Rev	-	-	-	0%
8660 Interest	-	-	-	0%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	-	-	-	0%
8699 Other Revenue	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 4		2020-21	Proposed 2021-	Variance From	
		Estimated Actuals	22 July Budget	Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	9,823	7,500	(2,323)	-24%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>9,823</b>	<b>7,500</b>	<b>(2,323)</b>	<b>-24%</b>
<b>TOTAL REVENUE</b>		<b>1,871,247</b>	<b>2,252,869</b>	<b>381,622</b>	<b>20%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	594,190	721,162	126,972	21%
1200	Cert Aid	-	131,381	131,381	0%
1300	Cert Adminis	201,714	220,325	18,611	9%
<b>SUBTOTAL - Certificated Salaries</b>		<b>795,904</b>	<b>1,072,868</b>	<b>276,964</b>	<b>35%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	96,600	7,000	(89,600)	-93%
2200	Classified Support	-	114,240	114,240	0%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	54,096	64,428	10,332	19%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>150,696</b>	<b>185,668</b>	<b>34,972</b>	<b>23%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	135,584	152,549	16,965	13%
3102	STRS-Classified	-	-	-	0%
3201	PERS-Cert	-	-	-	0%
3202	PERS-Classified	13,033	59,366	46,333	356%
3301	OASDI/Med-Cert	12,594	32,204	19,610	156%
3302	OASDI/Med-Class	6,174	692	(5,482)	-89%
3401	HlthWelfareCert	116,319	188,334	72,015	62%
3402	HlthWelfareCert	18,883	20,218	1,335	7%
3501	UI-Certificated	1,329	5,803	4,474	337%
3502	UI-Classified	81	-	(81)	-100%
3601	WorkersCmp-Cert	13,772	15,000	1,228	9%
3602	WorkersCmp-Class	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 4</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>317,769</b>	<b>474,166</b>	<b>156,397</b>	<b>49%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 4		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	7,027	20,000	12,973	185%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	2,724	-	(2,724)	-100%
4310	Ins Mats & Sups	13,420	9,870	(3,550)	-26%
4315	OthrSupplies	-	1,000	1,000	0%
4320	Office Supplies	12,723	6,000	(6,723)	-53%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	2,000	2,000	0%
4335	PE Supplies	-	3,000	3,000	0%
4340	Educat Software	52,293	40,300	(11,993)	-23%
4345	NonInstStdntSup	39,800	5,000	(34,800)	-87%
4346	TeacherSupplies	-	5,000	5,000	0%
4350	Cust. Supplies	-	-	-	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	10,590	10,590	0%
4400	NonCapEquip-Gen	-	1,000	1,000	0%
4410	ClssrmFrnEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	-	-	-	0%
4440	Computers <\$5k	5,013	-	(5,013)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	36,540	10,000	(26,540)	-73%
4710	Food	-	1,000	1,000	0%
4720	Food:Other Food	-	2,000	2,000	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>169,540</b>	<b>116,760</b>	<b>(52,780)</b>	<b>-31%</b>

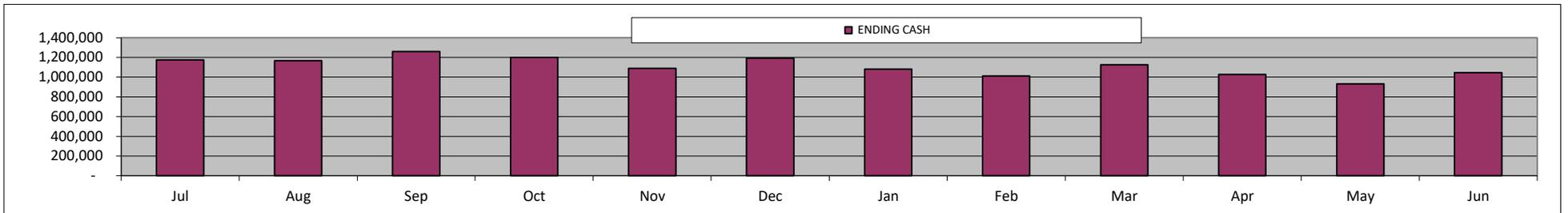
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 4		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	37,648	43,328	5,680	15%
5205	Conference Fees	-	-	-	0%
5210	MilesParkTolls	-	500	500	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	1,500	1,500	0%
5300	DuesMemberships	4,500	5,500	1,000	22%
5450	Other Insurance	16,000	15,000	(1,000)	-6%
5500	OpsHousekeeping	-	-	-	0%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	112,853	96,984	(15,869)	-14%
5620	EquipmentLeases	9,200	6,200	(3,000)	-33%
5630	Reps&MaintBldng	-	-	-	0%
5800	ProfessServices	96,431	21,300	(75,131)	-78%
5810	Legal	1,435	20,000	18,566	1294%
5813	SchPrgAftSchool	-	-	-	0%
5814	SchPrgAcadComps	-	3,000	3,000	0%
5819	SchlProgs-Other	-	-	-	0%
5820	Audit & CPA	3,000	9,000	6,000	200%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	-	3,000	3,000	0%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	-	10,000	10,000	0%
5850	Oversight Fees	12,223	39,000	26,777	219%
5857	Payroll Fees	11,000	9,000	(2,000)	-18%
5860	Service Fees	-	1,000	1,000	0%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	2,381	5,000	2,619	110%
5864	Prof Dev-Other	7,776	20,000	12,224	157%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	41,356	30,000	(11,356)	-27%
5870	Livescan	200	300	100	50%
5872	SPED Fees (incl Encroachment)	7,378	-	(7,378)	-100%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	8,891	20,000	11,110	125%
5890	OthSvcsNon-Inst	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 4</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	-	-	-	0%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	20,051	-	(20,051)	-100%
5930	PostageDelivery	2,000	4,000	2,000	100%
5940	Technology	26,507	21,350	(5,157)	-19%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>420,829</b>	<b>384,962</b>	<b>(37,071)</b>	<b>-9%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 4</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	18,835	13,833	(5,002)	-27%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>18,835</b>	<b>13,833</b>	<b>(5,002)</b>	<b>-27%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>
<b>TOTAL EXPENSES</b>		<b>1,873,573</b>	<b>2,248,257</b>	<b>373,480</b>	<b>20%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MSA-4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>1,181,738</b>	<b>1,174,956</b>	<b>1,166,703</b>	<b>1,259,828</b>	<b>1,199,210</b>	<b>1,089,169</b>	<b>1,191,917</b>	<b>1,081,876</b>	<b>1,011,046</b>	<b>1,125,828</b>	<b>1,027,819</b>	<b>929,811</b>	<b>1,044,592</b>	
<b>Revenue</b>														
LCFF: State Aid	60,165	60,165	60,165	60,165	60,165	60,165	60,165	60,165	72,198	72,198	72,198	72,198	72,198	842,312
LCFF: EPA	-	-	60,202	-	-	60,202	-	-	60,202	-	-	60,202	-	240,806
LCFF: ILPT	-	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	346,329
Federal Revenue	1,071	1,055	58,913	1,071	1,071	153,659	1,071	1,071	153,659	1,071	1,071	153,659	95,298	623,740
Other State Revenues	4,781	6,622	43,993	4,781	7,222	7,222	7,222	46,434	7,222	7,222	7,222	7,222	35,018	192,182
Other Local Revenues	536	536	536	536	536	536	536	536	536	536	536	536	1,071	7,500
<b>Total Revenue</b>	<b>66,552</b>	<b>97,239</b>	<b>252,669</b>	<b>95,413</b>	<b>97,854</b>	<b>310,644</b>	<b>97,854</b>	<b>137,067</b>	<b>322,677</b>	<b>109,887</b>	<b>109,887</b>	<b>322,677</b>	<b>232,447</b>	<b>2,252,869</b>
<b>Expenses</b>														
Certificated Salaries	25,790	40,636	65,850	68,285	102,624	102,624	102,624	102,624	102,624	102,624	102,624	102,624	51,312	1,072,868
Classified Salaries	4,329	9,666	15,306	15,241	16,603	16,603	16,603	16,603	16,603	16,603	16,603	16,603	8,302	185,668
Benefits	6,649	18,661	23,598	26,990	46,855	46,855	46,855	46,855	46,855	46,855	46,855	46,855	23,428	474,166
Books and Supplies	9,341	9,341	9,341	9,341	9,341	9,341	9,341	9,341	9,341	9,341	9,341	9,341	4,670	116,760
Services and Operations	16,389	21,769	40,031	30,756	32,473	32,473	32,473	32,473	32,473	32,473	32,473	32,473	16,236	384,962
Depreciation / Cap Outlay	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	-	13,833
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>63,651</b>	<b>101,226</b>	<b>155,279</b>	<b>151,765</b>	<b>209,049</b>	<b>103,948</b>	<b>2,248,257</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	79,025	39,512	39,512	39,512										197,562
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153	1,153		13,833
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(89,862)	(44,931)	(44,931)	(44,931)										(224,654)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
<b>Total Other Transactions</b>	<b>(9,684)</b>	<b>(4,266)</b>	<b>(4,266)</b>	<b>(4,266)</b>	<b>1,153</b>		<b>(13,259)</b>							
<b>Total Change in Cash</b>	<b>(6,782)</b>	<b>(8,253)</b>	<b>93,125</b>	<b>(60,617)</b>	<b>(110,042)</b>	<b>102,748</b>	<b>(110,042)</b>	<b>(70,829)</b>	<b>114,781</b>	<b>(98,009)</b>	<b>(98,009)</b>	<b>114,781</b>		<b>(8,647)</b>
<b>ENDING CASH</b>	<b>1,174,956</b>	<b>1,166,703</b>	<b>1,259,828</b>	<b>1,199,210</b>	<b>1,089,169</b>	<b>1,191,917</b>	<b>1,081,876</b>	<b>1,011,046</b>	<b>1,125,828</b>	<b>1,027,819</b>	<b>929,811</b>	<b>1,044,592</b>	<<< = 170 days cash	



## MSA-5 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$200,740.

This is an decrease of (\$428,437) from the prior year projected surplus of \$629,177.

This will allow MSA-5 to end this fiscal year with a balance of \$2,937,302, which is 70.2% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,912,525, which represents 167 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$2,081,389, which represents 182 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = decrease of (\$16,857), or -0.4% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$335,482) lower than in the Prior 2019-20 Budget, due to average daily attendance (ADA) decreasing by 8.5219999

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$14,274) lower than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$314,766 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$18,133 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$411,580, or 10.9% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$351,000 higher than in the prior year, reflecting budget adjustments to address changes.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$126,981) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$182,112 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$5,449 higher than in the prior year, reflecting updated depreciation and encroachment projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget		
MSA 5	2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
	Estimated Actuals			
Projected Average Daily Attendance:	267	258	(9)	-3%
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	3,514,892	3,179,410	(335,482)	-10%
Federal Revenue	571,146	556,872	(14,274)	-2%
Other State Revenues	311,130	625,896	314,766	101%
Other Local Revenues	1,867	20,000	18,133	971%
<b>Total Revenue</b>	<b>4,399,035</b>	<b>4,382,178</b>	<b>(16,857)</b>	<b>0%</b>
<b>Expenditures</b>				
Certificated Salaries	1,411,342	1,650,463	239,121	17%
Classified Salaries	337,616	381,995	44,379	13%
Benefits	629,899	697,399	67,500	11%
Books and Supplies	314,485	187,505	(126,981)	-40%
Services and Operating Exp.	1,033,019	1,215,131	182,112	18%
Depreciation & Cap Outlay	43,496	48,945	5,449	13%
Other Outflows	-	-	-	0%
<b>Total Expenditures</b>	<b>3,769,858</b>	<b>4,181,438</b>	<b>411,580</b>	<b>11%</b>
<b>Net Revenues</b>	<b>629,177</b>	<b>200,740</b>	<b>(428,437)</b>	
<b>Fund Balance</b>				
Beginning Balance (Budgeted)	2,107,384	2,736,561		
Net Revenues	629,177	200,740		
<b>Ending Fund Balance</b>	<b>2,736,561</b>	<b>2,937,302</b>		
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.		2,912,292	69.6% of Expenditures	
Restricted Balances (Est.)		54,186	1.3% of Expenditures	
Net Fixed Assets		(29,176)	-0.7% of Expenditures	
<b>Ending Fund Balance</b>		<b>2,937,302</b>	<b>70.2% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget		
<b>MSA 5</b>	2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year  Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	2,046,964	1,857,434	(189,530)	-9%
8012 EPA Entitlement	603,585	539,740	(63,845)	-11%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	864,343	782,236	(82,107)	-9%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>3,514,892</b>	<b>3,179,410</b>	<b>(335,482)</b>	<b>-10%</b>

**Federal Revenue**

8181 SpEd - Revenue	32,343	31,310	(1,033)	-3%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	538,803	525,562	(13,241)	-2%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>571,146</b>	<b>556,872</b>	<b>(14,274)</b>	<b>-2%</b>

**Other State Revenue**

8311 SpEd Revenue	179,280	156,551	(22,730)	-13%
8520 SchoolNtrState	-	-	-	0%
8550 MandCstReimburs	9,137	9,248	111	1%
8560 StateLotteryRev	58,848	56,548	(2,300)	-4%
8590 AllOthStateRev	63,865	403,550	339,685	532%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>311,130</b>	<b>625,896</b>	<b>314,766</b>	<b>101%</b>

**Local Revenue**

8600 Other Local Rev	-	-	-	0%
8660 Interest	-	-	-	0%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	-	-	-	0%
8699 Other Revenue	-	-	-	0%
8999 Misc Revenue (Suspense)	-	-	-	0%
<b>SUBTOTAL - Local Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 5</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	1,867	20,000	18,133	971%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>1,867</b>	<b>20,000</b>	<b>18,133</b>	<b>971%</b>
<b>TOTAL REVENUE</b>		<b>4,399,035</b>	<b>4,382,178</b>	<b>(16,857)</b>	<b>0%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,095,251	1,212,589	117,337	11%
1200	Cert Aid	-	128,294	128,294	0%
1300	Cert Adminis	316,091	309,581	(6,510)	-2%
<b>SUBTOTAL - Certificated Salaries</b>		<b>1,411,342</b>	<b>1,650,463</b>	<b>239,121</b>	<b>17%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	203,036	248,014	44,978	22%
2200	Classified Support	-	-	-	0%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	134,580	133,981	(599)	0%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>337,616</b>	<b>381,995</b>	<b>44,379</b>	<b>13%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	217,224	234,071	16,847	8%
3102	STRS-Classified	-	-	-	0%
3201	PERS-Cert	-	68,191	68,191	0%
3202	PERS-Classified	68,438	-	(68,438)	-100%
3301	OASDI/Med-Cert	20,497	36,726	16,229	79%
3302	OASDI/Med-Class	25,293	6,104	(19,189)	-76%
3401	HlthWelfareCert	239,063	305,210	66,147	28%
3402	HlthWelfareCert	44,312	18,692	(25,620)	-58%
3501	UI-Certificated	1,414	7,994	6,579	465%
3502	UI-Classified	349	412	63	18%
3601	WorkersCmp-Cert	13,299	20,000	6,701	50%
3602	WorkersCmp-Class	-	-	-	0%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	10	-	(10)	-100%
<b>SUBTOTAL - Employee Benefits</b>		<b>629,899</b>	<b>697,399</b>	<b>67,500</b>	<b>11%</b>

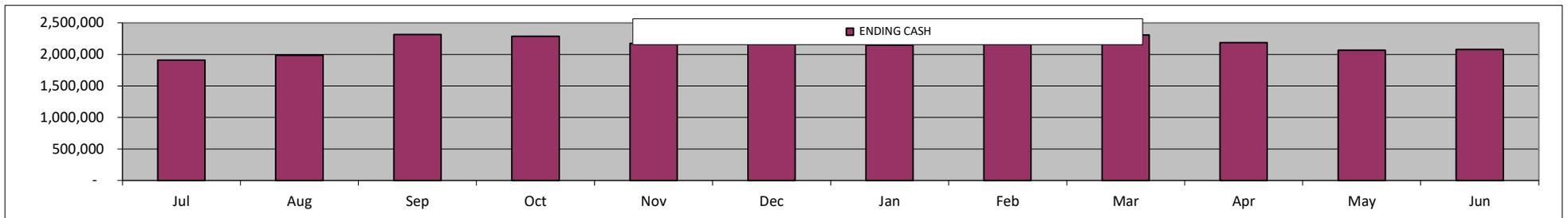
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 5</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	39,274	50,000	10,726	27%
4200	BooksOthRefMats	-	2,000	2,000	0%
4300	Materials and Supplies	4,530	-	(4,530)	-100%
4310	Ins Mats & Sups	23,409	10,513	(12,896)	-55%
4315	OthrSupplies	-	500	500	0%
4320	Office Supplies	31,467	12,000	(19,467)	-62%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	2,500	2,500	0%
4335	PE Supplies	-	3,500	3,500	0%
4340	Educat Software	46,442	43,106	(3,336)	-7%
4345	NonInstStdntSup	42,897	10,000	(32,897)	-77%
4346	TeacherSupplies	-	4,000	4,000	0%
4350	Cust. Supplies	-	1,000	1,000	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	13,386	13,386	0%
4400	NonCapEquip-Gen	-	2,000	2,000	0%
4410	ClssrmFrmEqp<5k	-	1,000	1,000	0%
4430	OffceFurnEqp<5k	-	2,000	2,000	0%
4440	Computers <\$5k	1,182	-	(1,182)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	100,285	25,000	(75,285)	-75%
4710	Food	25,000	-	(25,000)	-100%
4720	Food:Other Food	-	5,000	5,000	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>314,485</b>	<b>187,505</b>	<b>(126,981)</b>	<b>-40%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 5		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	458,277	487,672	29,395	6%
5205	Conference Fees	-	500	500	0%
5210	MilesParkTolls	-	500	500	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	1,500	1,500	0%
5300	DuesMemberships	7,500	6,000	(1,500)	-20%
5450	Other Insurance	34,789	30,756	(4,033)	-12%
5500	OpsHousekeeping	600	1,000	400	67%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	221,000	383,000	162,000	73%
5620	EquipmentLeases	10,200	12,000	1,800	18%
5630	Reps&MaintBldng	-	500	500	0%
5800	ProfessServices	98,761	38,917	(59,844)	-61%
5810	Legal	5,000	20,000	15,000	300%
5813	SchPrgAftSchool	31,961	32,000	39	0%
5814	SchPrgAcadComps	-	5,000	5,000	0%
5819	SchlProgs-Other	-	1,000	1,000	0%
5820	Audit & CPA	8,334	9,000	666	8%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	4,817	10,000	5,183	108%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdRecr	-	15,000	15,000	0%
5850	Oversight Fees	31,686	31,686	-	0%
5857	Payroll Fees	13,000	15,000	2,000	15%
5860	Service Fees	500	1,000	500	100%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	6,538	5,000	(1,538)	-24%
5864	Prof Dev-Other	13,134	16,000	2,866	22%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	20,000	20,000	-	0%
5870	Livescan	500	750	250	50%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	15,000	25,000	10,000	67%
5890	OthSvcsNon-Inst	-	-	-	0%
5900	Communications	4,000	17,000	13,000	325%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	20,817	-	(20,817)	-100%
5930	PostageDelivery	2,000	4,000	2,000	100%
5940	Technology	24,605	25,350	745	3%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,033,019</b>	<b>1,215,131</b>	<b>182,112</b>	<b>18%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 5		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	43,496	48,945	5,449	13%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>43,496</b>	<b>48,945</b>	<b>5,449</b>	<b>13%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>
<b>TOTAL EXPENSES</b>		<b>3,769,858</b>	<b>4,181,438</b>	<b>411,580</b>	<b>11%</b>

**Monthly Update - Monthly Cash Flow (Projections) 2021-22**

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>1,787,167</b>	<b>1,912,525</b>	<b>1,987,434</b>	<b>2,314,283</b>	<b>2,289,015</b>	<b>2,172,652</b>	<b>2,292,347</b>	<b>2,145,718</b>	<b>2,160,508</b>	<b>2,306,739</b>	<b>2,186,644</b>	<b>2,066,549</b>	<b>2,081,389</b>	
<b>Revenue</b>														
LCFF: State Aid	132,674	132,674	132,674	132,674	132,674	132,674	132,674	132,674	159,209	159,209	159,209	159,209	159,209	1,857,434
LCFF: EPA	-	-	134,935	-	-	134,935	-	-	134,935	-	-	134,935	-	539,740
LCFF: ILPT	-	65,186	65,186	65,186	65,186	65,186	65,186	65,186	65,186	65,186	65,186	65,186	65,186	782,236
Federal Revenue	2,505	2,505	121,311	2,505	2,505	133,895	2,505	2,505	133,895	2,505	2,505	2,505	145,227	556,872
Other State Revenues	11,182	11,182	172,602	11,182	48,888	18,621	18,621	180,041	18,621	18,621	18,621	18,621	79,091	625,896
Other Local Revenues	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	2,857	20,000
<b>Total Revenue</b>	<b>147,789</b>	<b>212,976</b>	<b>628,137</b>	<b>212,976</b>	<b>250,681</b>	<b>486,740</b>	<b>220,415</b>	<b>381,835</b>	<b>513,275</b>	<b>246,950</b>	<b>246,950</b>	<b>381,885</b>	<b>451,570</b>	<b>4,382,178</b>
<b>Expenses</b>														
Certificated Salaries	65,725	83,860	112,180	115,066	149,839	149,839	149,839	149,839	149,839	149,839	149,839	149,839	74,920	1,650,463
Classified Salaries	15,526	24,842	30,880	30,812	32,933	32,933	32,933	32,933	32,933	32,933	32,933	32,933	16,467	381,995
Benefits	13,021	42,172	54,805	60,287	62,013	62,013	62,013	62,013	62,013	62,013	62,013	62,013	31,007	697,399
Books and Supplies	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	7,500	187,505
Services and Operations	38,193	34,710	150,940	79,595	107,258	107,258	107,258	107,258	107,258	107,258	107,258	107,258	53,629	1,215,131
Depreciation / Cap Outlay	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	-	48,945
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>151,544</b>	<b>204,662</b>	<b>367,883</b>	<b>304,840</b>	<b>371,123</b>	<b>183,522</b>	<b>4,181,438</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	214,954	107,477	107,477	107,477										537,385
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079	4,079		48,945
Fixed Assets - Acquisitions Due To (From)														-
Expenses - Prior Year Accruals	(89,920)	(44,960)	(44,960)	(44,960)										(224,801)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
<b>Total Other Transactions</b>	<b>129,112</b>	<b>66,596</b>	<b>66,596</b>	<b>66,596</b>	<b>4,079</b>		<b>361,529</b>							
<b>Total Change in Cash</b>	<b>125,358</b>	<b>74,909</b>	<b>326,849</b>	<b>(25,268)</b>	<b>(116,363)</b>	<b>119,696</b>	<b>(146,630)</b>	<b>14,790</b>	<b>146,231</b>	<b>(120,095)</b>	<b>(120,095)</b>	<b>14,840</b>		<b>562,270</b>
<b>ENDING CASH</b>	<b>1,912,525</b>	<b>1,987,434</b>	<b>2,314,283</b>	<b>2,289,015</b>	<b>2,172,652</b>	<b>2,292,347</b>	<b>2,145,718</b>	<b>2,160,508</b>	<b>2,306,739</b>	<b>2,186,644</b>	<b>2,066,549</b>	<b>2,081,389</b>		<<< = 182 days cash



## MSA-6 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$48,916.

This is an decrease of (\$17,549) from the prior year projected surplus of \$66,466.

This will allow MSA-6 to end this fiscal year with a balance of \$1,966,926, which is 117.5% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,880,247, which represents 410 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$1,880,247, which represents 410 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = decrease of (\$407,598), or -19.1% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$742,488) lower than in the prior year, with average daily attendance (ADA) decreasing by 50.7.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at \$359,445 higher than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$228,166 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$4,358 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = decrease of (\$390,049), or -18.9% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$191,243) lower than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$317,599) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$276,231 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$9,343 higher than in the prior year, reflecting updated depreciation and encroachment projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 6</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		127	77	(51)	-40%
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement	1,594,751	852,263	(742,488)	-47%	
Federal Revenue	291,072	650,517	359,445	123%	
Other State Revenues	228,935	200,022	(28,913)	-13%	
Other Local Revenues	15,642	20,000	4,358	28%	
<b>Total Revenue</b>	<b>2,130,400</b>	<b>1,722,802</b>	<b>(407,598)</b>	<b>-19%</b>	
<b>Expenditures</b>					
Certificated Salaries	786,686	658,008	(128,678)	-16%	
Classified Salaries	180,408	155,050	(25,358)	-14%	
Benefits	327,915	290,708	(37,207)	-11%	
Books and Supplies	160,866	70,190	(90,676)	-56%	
Services and Operating Exp.	586,666	469,192	(117,473)	-20%	
Depreciation & Cap Outlay	21,394	30,737	9,343	44%	
Other Outflows	-	-	-	0%	
<b>Total Expenditures</b>	<b>2,063,934</b>	<b>1,673,885</b>	<b>(390,049)</b>	<b>-19%</b>	
<b>Net Revenues</b>	<b>66,466</b>	<b>48,916</b>	<b>(17,549)</b>		
<b>Fund Balance</b>					
Beginning Balance (Budgeted)	1,851,544	1,918,009			
Net Revenues	66,466	48,916			
<b>Ending Fund Balance</b>	<b>1,918,009</b>	<b>1,966,926</b>			
<b>Components of Fund Bal.</b>					
Available For Econ. Uncert.		1,918,331	114.6% of Expenditures		
Restricted Balances (Est.)		48,595	2.9% of Expenditures		
Net Fixed Assets		-	0.0% of Expenditures		
<b>Ending Fund Balance</b>		<b>1,966,926</b>	<b>117.5% of Expenditures</b>		



2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 6		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
<b>REVENUE DETAIL</b>					
<b>LCFF Entitlement</b>					
8011	State Aid	864,185	408,461	(455,724)	-53%
8012	EPA Entitlement	290,445	15,322	(275,123)	-95%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	440,121	428,480	(11,641)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>1,594,751</b>	<b>852,263</b>	<b>(742,488)</b>	<b>-47%</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	18,258	9,290	(8,968)	-49%
8220	SchLunchFederal	-	-	-	0%
8290	All Other Federal Revenue	272,814	641,227	368,413	135%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>		<b>291,072</b>	<b>650,517</b>	<b>359,445</b>	<b>123%</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	97,252	46,448	(50,803)	-52%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	2,539	2,545	6	0%
8560	StateLotteryRev	29,965	29,611	(354)	-1%
8590	AllOthStateRev	99,179	121,417	22,238	22%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>		<b>228,935</b>	<b>200,022</b>	<b>(28,913)</b>	<b>-13%</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	0%
8699	Other Revenue	-	-	-	0%
8999	Misc Revenue (Suspense)	-	-	-	0%
<b>SUBTOTAL - Local Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 6		2020-21	Proposed 2021-	Variance From	
		Estimated Actuals	22 July Budget	Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	15,642	20,000	4,358	28%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>15,642</b>	<b>20,000</b>	<b>4,358</b>	<b>28%</b>
<b>TOTAL REVENUE</b>		<b>2,130,400</b>	<b>1,722,802</b>	<b>(407,598)</b>	<b>-19%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	581,838	440,900	(140,938)	-24%
1200	Cert Aid	-	8,248	8,248	0%
1300	Cert Adminis	204,848	208,860	4,012	2%
<b>SUBTOTAL - Certificated Salaries</b>		<b>786,686</b>	<b>658,008</b>	<b>(128,678)</b>	<b>-16%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	82,640	48,731	(33,909)	-41%
2200	Classified Support	41,600	41,891	291	1%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	56,168	64,428	8,260	15%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>180,408</b>	<b>155,050</b>	<b>(25,358)</b>	<b>-14%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	124,951	99,056	(25,895)	-21%
3102	STRS-Classified	-	-	-	0%
3201	PERS-Cert	-	-	-	0%
3202	PERS-Classified	34,446	19,373	(15,073)	-44%
3301	OASDI/Med-Cert	10,490	13,032	2,542	24%
3302	OASDI/Med-Class	13,427	1,925	(11,502)	-86%
3401	HlthWelfareCert	85,391	92,877	7,486	9%
3402	HlthWelfareCert	45,959	45,095	(864)	-2%
3501	UI-Certificated	1,217	16,953	15,737	1293%
3502	UI-Classified	174	2,397	2,223	1277%
3601	WorkersCmp-Cert	11,860	-	(11,860)	-100%
3602	WorkersCmp-Class	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 6</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>327,915</b>	<b>290,708</b>	<b>(37,207)</b>	<b>-11%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 6		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	4,378	-	(4,378)	-100%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	12,133	6,000	(6,133)	-51%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	1,000	11,000	10,000	1000%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	2,000	2,000	0%
4335	PE Supplies	-	1,000	1,000	0%
4340	Educat Software	21,898	27,284	5,386	25%
4345	NonInstStdntSup	39,798	-	(39,798)	-100%
4346	TeacherSupplies	-	5,000	5,000	0%
4350	Cust. Supplies	-	5,000	5,000	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	7,406	7,406	0%
4400	NonCapEquip-Gen	-	500	500	0%
4410	ClssrmFrnEqp<5k	3,000	-	(3,000)	-100%
4430	OffceFurnEqp<5k	-	2,000	2,000	0%
4440	Computers <\$5k	-	-	-	0%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	75,805	-	(75,805)	-100%
4710	Food	-	1,000	1,000	0%
4720	Food:Other Food	2,853	2,000	(853)	-30%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>160,866</b>	<b>70,190</b>	<b>(90,676)</b>	<b>-56%</b>

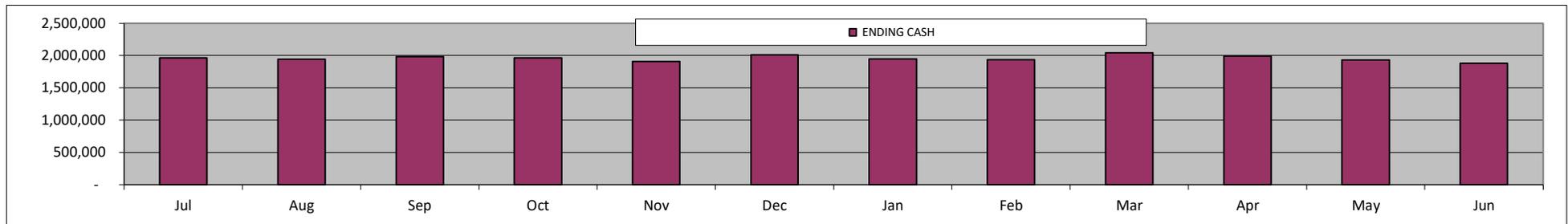
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 6		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	37,648	43,796	6,148	16%
5205	Conference Fees	-	1,000	1,000	0%
5210	MilesParkTolls	-	1,000	1,000	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	3,000	3,000	0%
5300	DuesMemberships	3,000	2,500	(500)	-17%
5450	Other Insurance	28,961	20,000	(8,961)	-31%
5500	OpsHousekeeping	7,135	-	(7,135)	-100%
5510	Gas & Electric	9,000	-	(9,000)	-100%
5610	Rent & Leases	133,847	160,000	26,153	20%
5620	EquipmentLeases	5,800	7,200	1,400	24%
5630	Reps&MaintBldng	18,000	2,000	(16,000)	-89%
5800	ProfessServices	62,944	14,140	(48,804)	-78%
5810	Legal	25,500	5,000	(20,500)	-80%
5813	SchPrgAftSchool	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchIProgs-Other	1,642	51,000	49,358	3007%
5820	Audit & CPA	5,000	9,000	4,000	80%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	9,302	-	(9,302)	-100%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	-	-	-	0%
5850	Oversight Fees	13,398	9,000	(4,398)	-33%
5857	Payroll Fees	9,000	9,000	-	0%
5860	Service Fees	-	1,000	1,000	0%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	9,382	-	(9,382)	-100%
5864	Prof Dev-Other	15,209	9,616	(5,593)	-37%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	64,578	84,790	20,212	31%
5870	Livescan	500	300	(200)	-40%
5872	SPED Fees (incl Encroachment)	10,657	-	(10,657)	-100%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	65,904	5,000	(60,904)	-92%
5890	OthSvcsNon-Inst	6,000	-	(6,000)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 6</b>		2020-21	Proposed 2021-	Variance From	
		Estimated Actuals	22 July Budget	Prior Year	Variance as %
5900	Communications	1,000	11,000	10,000	1000%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	16,700	-	(16,700)	-100%
5930	PostageDelivery	3,000	3,000	-	0%
5940	Technology	23,559	16,850	(6,709)	-28%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>586,666</b>	<b>469,192</b>	<b>(117,473)</b>	<b>-20%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 6		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	21,394	30,737	9,343	44%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>21,394</b>	<b>30,737</b>	<b>9,343</b>	<b>44%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>
<b>TOTAL EXPENSES</b>		<b>2,063,934</b>	<b>1,673,885</b>	<b>(390,049)</b>	<b>-19%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>1,979,310</b>	<b>1,964,206</b>	<b>1,941,116</b>	<b>1,983,628</b>	<b>1,961,640</b>	<b>1,908,932</b>	<b>2,011,256</b>	<b>1,949,442</b>	<b>1,936,194</b>	<b>2,044,353</b>	<b>1,988,374</b>	<b>1,932,395</b>	<b>1,880,247</b>	
<b>Revenue</b>														
LCFF: State Aid	29,176	29,176	29,176	29,176	29,176	29,176	29,176	29,176	35,011	35,011	35,011	35,011	35,011	408,461
LCFF: EPA	-	-	3,831	-	-	3,831	-	-	3,831	-	-	3,831	-	15,322
LCFF: ILPT	-	35,707	35,707	35,707	35,707	35,707	35,707	35,707	35,707	35,707	35,707	35,707	35,707	428,480
Federal Revenue	743	760	58,842	743	743	161,050	743	743	161,050	743	743	743	262,870	650,517
Other State Revenues	3,318	5,852	51,885	3,318	15,716	6,609	6,609	55,176	6,609	6,609	6,609	6,609	25,103	200,022
Other Local Revenues	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	2,857	20,000
<b>Total Revenue</b>	<b>34,665</b>	<b>72,923</b>	<b>180,868</b>	<b>70,372</b>	<b>82,770</b>	<b>237,801</b>	<b>73,663</b>	<b>122,230</b>	<b>243,636</b>	<b>79,499</b>	<b>79,499</b>	<b>83,329</b>	<b>361,547</b>	<b>1,722,802</b>
<b>Expenses</b>														
Certificated Salaries	45,073	51,073	70,158	59,292	50,872	50,872	50,872	50,872	50,872	50,872	50,872	50,872	25,436	658,008
Classified Salaries	4,669	18,218	3,422	4,055	14,669	14,669	14,669	14,669	14,669	14,669	14,669	14,669	7,334	155,050
Benefits	6,830	22,079	38,928	12,959	24,695	24,695	24,695	24,695	24,695	24,695	24,695	24,695	12,348	290,708
Books and Supplies	5,615	5,615	5,615	5,615	5,615	5,615	5,615	5,615	5,615	5,615	5,615	5,615	2,808	70,190
Services and Operations	33,619	22,045	43,251	33,458	39,626	39,626	39,626	39,626	39,626	39,626	39,626	39,626	19,813	469,192
Depreciation / Cap Outlay	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	-	30,737
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>98,368</b>	<b>121,592</b>	<b>163,936</b>	<b>117,940</b>	<b>138,039</b>	<b>67,739</b>	<b>1,673,885</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	78,933	39,466	39,466	39,466										197,332
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561		30,737
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(32,896)	(16,448)	(16,448)	(16,448)										(82,240)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
<b>Total Other Transactions</b>	<b>48,598</b>	<b>25,580</b>	<b>25,580</b>	<b>25,580</b>	<b>2,561</b>		<b>145,829</b>							
<b>Total Change in Cash</b>	<b>(15,104)</b>	<b>(23,090)</b>	<b>42,512</b>	<b>(21,988)</b>	<b>(52,708)</b>	<b>102,323</b>	<b>(61,814)</b>	<b>(13,247)</b>	<b>108,158</b>	<b>(55,979)</b>	<b>(55,979)</b>	<b>(52,148)</b>		<b>194,745</b>
<b>ENDING CASH</b>	<b>1,964,206</b>	<b>1,941,116</b>	<b>1,983,628</b>	<b>1,961,640</b>	<b>1,908,932</b>	<b>2,011,256</b>	<b>1,949,442</b>	<b>1,936,194</b>	<b>2,044,353</b>	<b>1,988,374</b>	<b>1,932,395</b>	<b>1,880,247</b>		<<< = 410 days cash



## MSA-7 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$95,549.

This is an increase of \$84,905 from the prior year projected surplus of \$10,644.

This will allow MSA-7 to end this fiscal year with a balance of \$1,985,085, which is 46.8% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,670,663, which represents 144 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$1,887,039, which represents 163 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$207,100, or 5.0% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$100,389 higher than in the prior year, with average daily attendance (ADA) increasing by 1.47.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$110,040) lower than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$228,166 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$4,244 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$122,195, or 3.0% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$353,783 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$317,599) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$276,231 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$6,839 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget		
MSA 7	2020-21	Proposed 2021- 22 July Budget	Variance From	
	Estimated Actuals		Prior Year	Variance as %
Projected Average Daily Attendance:	277	278	1	1%
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	2,988,643	3,089,032	100,389	3%
Federal Revenue	500,284	390,244	(110,040)	-22%
Other State Revenues	621,589	834,097	212,508	34%
Other Local Revenues	15,756	20,000	4,244	27%
<b>Total Revenue</b>	<b>4,126,273</b>	<b>4,333,373</b>	<b>207,100</b>	<b>5%</b>
<b>Expenditures</b>				
Certificated Salaries	1,325,046	1,461,189	136,143	10%
Classified Salaries	425,053	582,078	157,025	37%
Benefits	574,461	635,076	60,615	11%
Books and Supplies	281,488	114,300	(167,188)	-59%
Services and Operating Exp.	1,454,869	1,383,631	(71,238)	-5%
Depreciation & Cap Outlay	54,711	61,550	6,839	13%
Other Outflows	-	-	-	0%
<b>Total Expenditures</b>	<b>4,115,629</b>	<b>4,237,824</b>	<b>122,195</b>	<b>3%</b>
<b>Net Revenues</b>	<b>10,644</b>	<b>95,549</b>	<b>84,905</b>	
<b>Fund Balance</b>				
Beginning Balance (Budgeted)	1,878,892	1,889,536		
Net Revenues	10,644	95,549		
<b>Ending Fund Balance</b>	<b>1,889,536</b>	<b>1,985,085</b>		
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.		1,595,312	37.6% of Expenditures	
Restricted Balances (Est.)		54,300	1.3% of Expenditures	
Net Fixed Assets		335,473	7.9% of Expenditures	
<b>Ending Fund Balance</b>		<b>1,985,085</b>	<b>46.8% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget		
<b>MSA 7</b>	<b>2020-21</b>		
	Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year Variance as %

**REVENUE DETAIL**

		2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
<b>LCFF Entitlement</b>					
8011	State Aid	1,662,147	1,763,854	101,707	6%
8012	EPA Entitlement	517,337	537,421	20,084	4%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	809,159	787,757	(21,402)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>2,988,643</b>	<b>3,089,032</b>	<b>100,389</b>	<b>3%</b>
<b>Federal Revenue</b>					
8181	SpEd - Revenue	56,259	33,745	(22,514)	-40%
8220	SchLunchFederal	-	-	-	0%
8290	All Other Federal Revenue	444,025	356,499	(87,526)	-20%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>		<b>500,284</b>	<b>390,244</b>	<b>(110,040)</b>	<b>-22%</b>
<b>Other State Revenue</b>					
8311	SpEd Revenue	182,455	168,723	(13,732)	-8%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	4,668	4,796	128	3%
8560	StateLotteryRev	55,091	55,784	693	1%
8590	AllOthStateRev	379,375	604,794	225,419	59%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>		<b>621,589</b>	<b>834,097</b>	<b>212,508</b>	<b>34%</b>
<b>Local Revenue</b>					
8600	Other Local Rev	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8690	Prior Year Adj (Local1)	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	0%
8699	Other Revenue	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 7</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	2,000	-	(2,000)	-100%
8803	Fundraising	13,756	20,000	6,244	45%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>15,756</b>	<b>20,000</b>	<b>4,244</b>	<b>27%</b>
<b>TOTAL REVENUE</b>		<b>4,126,273</b>	<b>4,333,373</b>	<b>207,100</b>	<b>5%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,108,373	1,206,977	98,604	9%
1200	Cert Aid	-	37,200	37,200	0%
1300	Cert Adminis	216,674	217,012	338	0%
<b>SUBTOTAL - Certificated Salaries</b>		<b>1,325,046</b>	<b>1,461,189</b>	<b>136,143</b>	<b>10%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 7		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Classified Salaries</b>					
2100	Instructional Aides	260,624	319,107	58,484	22%
2200	Classified Support	70,467	110,813	40,346	57%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	93,962	152,158	58,196	62%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>425,053</b>	<b>582,078</b>	<b>157,025</b>	<b>37%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	204,790	214,173	9,383	5%
3102	STRS-Classified	-	-	-	0%
3201	PERS-Cert	-	-	-	0%
3202	PERS-Classified	86,997	99,439	12,442	14%
3301	OASDI/Med-Cert	19,257	29,421	10,164	53%
3302	OASDI/Med-Class	32,287	22,138	(10,149)	-31%
3401	HlthWelfareCert	175,176	142,895	(32,281)	-18%
3402	HlthWelfareCert	33,943	96,510	62,567	184%
3501	UI-Certificated	1,575	7,207	5,632	358%
3502	UI-Classified	435	1,293	858	197%
3601	WorkersCmp-Cert	20,000	-	(20,000)	-100%
3602	WorkersCmp-Class	-	22,000	22,000	0%
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>574,461</b>	<b>635,076</b>	<b>60,615</b>	<b>11%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 7		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	23,966	13,000	(10,966)	-46%
4200	BooksOthRefMats	2,145	-	(2,145)	-100%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	9,603	13,000	3,397	35%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	10,000	14,000	4,000	40%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	1,000	1,000	-	0%
4335	PE Supplies	1,000	2,000	1,000	100%
4340	Educat Software	32,129	28,136	(3,993)	-12%
4345	NonInstStdntSup	88,739	10,000	(78,739)	-89%
4346	TeacherSupplies	3,000	-	(3,000)	-100%
4350	Cust. Supplies	8,000	10,000	2,000	25%
4351	Yearbook	1,256	1,200	(56)	-4%
4390	Uniforms	-	8,964	8,964	0%
4400	NonCapEquip-Gen	6,000	2,000	(4,000)	-67%
4410	ClssrmFrnEq<5k	500	-	(500)	-100%
4430	OfficeFurnEq<5k	4,000	1,000	(3,000)	-75%
4440	Computers <\$5k	12,313	-	(12,313)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	62,338	5,000	(57,338)	-92%
4710	Food	500	5,000	4,500	900%
4720	Food:Other Food	15,000	-	(15,000)	-100%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>281,488</b>	<b>114,300</b>	<b>(167,188)</b>	<b>-59%</b>

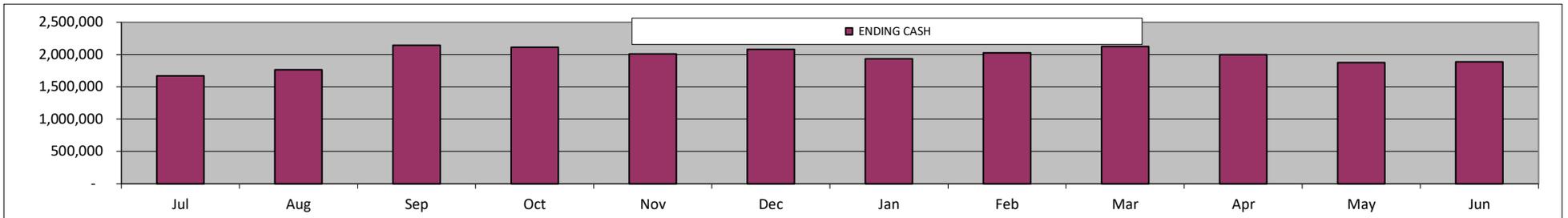
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 7		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	440,684	438,372	(2,312)	-1%
5205	Conference Fees	1,000	1,000	-	0%
5210	MilesParkTolls	3,000	1,000	(2,000)	-67%
5215	TravConferences	-	-	-	0%
5220	TraLodging	1,000	-	(1,000)	-100%
5300	DuesMemberships	5,500	5,500	-	0%
5450	Other Insurance	32,939	35,000	2,061	6%
5500	OpsHousekeeping	10,600	12,000	1,400	13%
5510	Gas & Electric	34,000	40,000	6,000	18%
5610	Rent & Leases	274,954	282,000	7,046	3%
5620	EquipmentLeases	11,000	12,000	1,000	9%
5630	Reps&MaintBldng	36,673	10,000	(26,673)	-73%
5800	ProfessServices	124,420	93,109	(31,311)	-25%
5810	Legal	10,000	10,000	-	0%
5813	SchPrgAftSchool	177,559	189,559	12,000	7%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	3,000	5,000	2,000	67%
5820	Audit & CPA	10,000	9,000	(1,000)	-10%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	8,000	3,000	(5,000)	-63%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	5,000	5,000	-	0%
5850	Oversight Fees	27,000	27,000	-	0%
5857	Payroll Fees	15,000	15,000	-	0%
5860	Service Fees	3,000	4,000	1,000	33%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	10,439	12,500	2,062	20%
5864	Prof Dev-Other	16,982	11,741	(5,241)	-31%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	75,927	90,000	14,073	19%
5870	Livescan	500	500	-	0%
5872	SPED Fees (incl Encroachment)	22,520	-	(22,520)	-100%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	30,000	35,000	5,000	17%
5890	OthSvcsNon-Inst	2,000	-	(2,000)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 7		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	3,000	14,000	11,000	367%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	26,759	-	(26,759)	-100%
5930	PostageDelivery	4,000	4,000	-	0%
5940	Technology	28,414	18,350	(10,064)	-35%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,454,869</b>	<b>1,383,631</b>	<b>(71,238)</b>	<b>-5%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 7		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	54,711	61,550	6,839	13%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>54,711</b>	<b>61,550</b>	<b>6,839</b>	<b>13%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>
<b>TOTAL EXPENSES</b>		<b>4,115,629</b>	<b>4,237,824</b>	<b>122,195</b>	<b>3%</b>

**Monthly Update - Monthly Cash Flow (Projections) 2021-22**

<b>MSA-7</b>	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	<b>TOTAL</b>
	<b>BUDGET</b>													
<b>BEGINNING CASH</b>	<b>1,576,649</b>	<b>1,670,663</b>	<b>1,766,359</b>	<b>2,145,842</b>	<b>2,112,911</b>	<b>2,008,864</b>	<b>2,082,937</b>	<b>1,933,530</b>	<b>2,026,041</b>	<b>2,125,311</b>	<b>2,001,102</b>	<b>1,876,893</b>	<b>1,887,039</b>	
<b>Revenue</b>														
LCFF: State Aid	125,990	125,990	125,990	125,990	125,990	125,990	125,990	125,990	151,187	151,187	151,187	151,187	151,187	<b>1,763,854</b>
LCFF: EPA	-	-	134,355	-	-	134,355	-	-	134,355	-	-	134,355	-	<b>537,421</b>
LCFF: ILPT	-	65,646	65,646	65,646	65,646	65,646	65,646	65,646	65,646	65,646	65,646	65,646	65,646	<b>787,757</b>
Federal Revenue	2,700	2,489	97,537	2,700	2,700	91,824	2,700	2,700	91,824	2,700	2,700	2,700	84,972	<b>390,244</b>
Other State Revenues	12,052	16,680	253,969	12,052	63,630	18,271	18,271	260,188	18,271	18,271	18,271	18,271	105,901	<b>834,097</b>
Other Local Revenues	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	2,857	<b>20,000</b>
<b>Total Revenue</b>	<b>142,169</b>	<b>212,234</b>	<b>678,926</b>	<b>207,816</b>	<b>259,394</b>	<b>437,515</b>	<b>214,035</b>	<b>455,953</b>	<b>462,713</b>	<b>239,233</b>	<b>239,233</b>	<b>373,588</b>	<b>410,564</b>	<b>4,333,373</b>
<b>Expenses</b>														
Certificated Salaries	74,443	67,786	104,611	106,688	130,313	130,313	130,313	130,313	130,313	130,313	130,313	130,313	65,157	<b>1,461,189</b>
Classified Salaries	6,121	16,078	30,638	34,450	58,211	58,211	58,211	58,211	58,211	58,211	58,211	58,211	29,105	<b>582,078</b>
Benefits	10,620	32,015	44,836	49,208	58,635	58,635	58,635	58,635	58,635	58,635	58,635	58,635	29,318	<b>635,076</b>
Books and Supplies	9,144	9,144	9,144	9,144	9,144	9,144	9,144	9,144	9,144	9,144	9,144	9,144	4,572	<b>114,300</b>
Services and Operations	100,681	67,942	186,640	117,684	107,139	107,139	107,139	107,139	107,139	107,139	107,139	107,139	53,570	<b>1,383,631</b>
Depreciation / Cap Outlay	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	-	<b>61,550</b>
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
<b>Total Expenses</b>	<b>206,138</b>	<b>198,094</b>	<b>380,999</b>	<b>322,303</b>	<b>368,571</b>	<b>181,721</b>	<b>4,237,824</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	182,216	91,108	91,108	91,108										<b>455,539</b>
Accounts Receivable - Current Year														<b>-</b>
Other Assets/Accrual Adj														<b>-</b>
Fixed Assets - Depreciation Addback	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129	5,129		<b>61,550</b>
Fixed Assets - Acquisitions Due To (From)														<b>-</b>
Expenses - Prior Year Accruals	(29,362)	(14,681)	(14,681)	(14,681)										<b>(73,405)</b>
Accounts Payable - Current Year														<b>-</b>
Summer Holdback for Teachers														<b>-</b>
Loans Payable (Current)														<b>-</b>
Loans Payable (Long Term)														<b>-</b>
<b>Total Other Transactions</b>	<b>157,983</b>	<b>81,556</b>	<b>81,556</b>	<b>81,556</b>	<b>5,129</b>	<b>443,684</b>								
<b>Total Change in Cash</b>	<b>94,014</b>	<b>95,696</b>	<b>379,483</b>	<b>(32,931)</b>	<b>(104,047)</b>	<b>74,073</b>	<b>(149,407)</b>	<b>92,511</b>	<b>99,271</b>	<b>(124,209)</b>	<b>(124,209)</b>	<b>10,146</b>		<b>539,233</b>
<b>ENDING CASH</b>	<b>1,670,663</b>	<b>1,766,359</b>	<b>2,145,842</b>	<b>2,112,911</b>	<b>2,008,864</b>	<b>2,082,937</b>	<b>1,933,530</b>	<b>2,026,041</b>	<b>2,125,311</b>	<b>2,001,102</b>	<b>1,876,893</b>	<b>1,887,039</b>		<<< = 163 days cash



## MSA-8 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$18,311.

This is an increase of \$109,778 from the prior year projected deficit of (\$91,467).

This will allow MSA-8 to end this fiscal year with a balance of \$4,714,791, which is 76.9% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$3,950,467, which represents 235 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$4,134,671, which represents 246 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = decrease of (\$149,342), or -2.4% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$250,942) lower than in the prior year, with average daily attendance (ADA) decreasing by 46.52.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$185,184) lower than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$228,166 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$14,500 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = decrease of (\$259,120), or -4.1% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$361,920 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$317,599) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$276,231 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$4,877 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget		
MSA 8	2020-21	Proposed 2021- 22 July Budget	Variance From	
	Estimated Actuals		Prior Year	Variance as %
Projected Average Daily Attendance:	461	415	(47)	-10%
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	4,787,196	4,536,254	(250,942)	-5%
Federal Revenue	926,408	741,224	(185,184)	-20%
Other State Revenues	580,004	852,288	272,284	47%
Other Local Revenues	5,500	20,000	14,500	264%
<b>Total Revenue</b>	<b>6,299,108</b>	<b>6,149,766</b>	<b>(149,342)</b>	<b>-2%</b>
<b>Expenditures</b>				
Certificated Salaries	2,101,233	2,332,166	230,933	11%
Classified Salaries	667,617	706,790	39,173	6%
Benefits	894,938	986,752	91,814	10%
Books and Supplies	706,347	344,786	(361,561)	-51%
Services and Operating Exp.	1,908,279	1,643,923	(264,356)	-14%
Depreciation & Cap Outlay	103,872	117,038	13,166	13%
Other Outflows	8,289	-	(8,289)	-100%
<b>Total Expenditures</b>	<b>6,390,575</b>	<b>6,131,455</b>	<b>(259,120)</b>	<b>-4%</b>
<b>Net Revenues</b>	<b>(91,467)</b>	<b>18,311</b>	<b>109,778</b>	
<b>Fund Balance</b>				
Beginning Balance (Budgeted)	4,787,947	4,696,480		
Net Revenues	(91,467)	18,311		
<b>Ending Fund Balance</b>	<b>4,696,480</b>	<b>4,714,791</b>		
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.		4,670,423	76.2% of Expenditures	
Restricted Balances (Est.)		121,936	2.0% of Expenditures	
Net Fixed Assets		(77,568)	-1.3% of Expenditures	
<b>Ending Fund Balance</b>		<b>4,714,791</b>	<b>76.9% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget			
<b>MSA 8</b>	2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	2,545,794	2,393,724	(152,070)	-6%
8012 EPA Entitlement	892,599	829,403	(63,196)	-7%
8019 Prior Year Adjustments	-		-	0%
8096 InLieuPropTaxes	1,348,803	1,313,127	(35,676)	-3%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>4,787,196</b>	<b>4,536,254</b>	<b>(250,942)</b>	<b>-5%</b>

**Federal Revenue**

8181 SpEd - Revenue	93,780	50,313	(43,467)	-46%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	832,628	690,911	(141,717)	-17%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>926,408</b>	<b>741,224</b>	<b>(185,184)</b>	<b>-20%</b>

**Other State Revenue**

8311 SpEd Revenue	290,957	251,563	(39,394)	-14%
8520 SchoolNutrState	-	-	-	0%
8550 MandCstReimburs	7,780	7,555	(225)	-3%
8560 StateLotteryRev	91,833	87,878	(3,955)	-4%
8590 AllOthStateRev	189,434	505,292	315,858	167%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>580,004</b>	<b>852,288</b>	<b>272,284</b>	<b>47%</b>

**Local Revenue**

8600 Other Local Rev	-	-	-	0%
8660 Interest	-	-	-	0%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	-	-	-	0%
8699 Other Revenue	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 8</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	5,500	20,000	14,500	264%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>5,500</b>	<b>20,000</b>	<b>14,500</b>	<b>264%</b>
<b>TOTAL REVENUE</b>		<b>6,299,108</b>	<b>6,149,766</b>	<b>(149,342)</b>	<b>-2%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,719,257	1,808,888	89,631	5%
1200	Cert Aid	-	121,690	121,690	0%
1300	Cert Adminis	381,976	401,588	19,612	5%
<b>SUBTOTAL - Certificated Salaries</b>		<b>2,101,233</b>	<b>2,332,166</b>	<b>230,933</b>	<b>11%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	125,959	211,977	86,018	68%
2200	Classified Support	274,632	250,900	(23,732)	-9%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	267,026	243,913	(23,113)	-9%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>667,617</b>	<b>706,790</b>	<b>39,173</b>	<b>6%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	234,546	371,155	136,609	58%
3102	STRS-Classified	104,157	-	(104,157)	-100%
3201	PERS-Cert	-	20,694	20,694	0%
3202	PERS-Classified	116,642	52,698	(63,944)	-55%
3301	OASDI/Med-Cert	30,410	33,324	2,914	10%
3302	OASDI/Med-Class	43,107	22,988	(20,119)	-47%
3401	HIthWelfareCert	269,202	252,167	(17,035)	-6%
3402	HIthWelfareCert	54,567	176,631	122,064	224%
3501	UI-Certificated	2,392	7,468	5,076	212%
3502	UI-Classified	-	4,627	4,627	0%
3601	WorkersCmp-Cert	39,915	45,000	5,085	13%
3602	WorkersCmp-Class	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 8</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>894,938</b>	<b>986,752</b>	<b>91,814</b>	<b>10%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 8		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	22,612	15,000	(7,612)	-34%
4200	BooksOthRefMats	-	5,000	5,000	0%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	31,500	25,097	(6,403)	-20%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	8,000	-	(8,000)	-100%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	650	5,000	4,350	669%
4335	PE Supplies	-	3,000	3,000	0%
4340	Educat Software	73,207	104,876	31,669	43%
4345	NonInstStdntSup	121,417	7,500	(113,917)	-94%
4346	TeacherSupplies	-	-	-	0%
4350	Cust. Supplies	25,000	10,000	(15,000)	-60%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	25,313	25,313	0%
4400	NonCapEquip-Gen	31,000	7,500	(23,500)	-76%
4410	ClssrmFrnEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	-	2,500	2,500	0%
4440	Computers <\$5k	45,715	-	(45,715)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	251,746	10,000	(241,746)	-96%
4710	Food	93,000	124,000	31,000	33%
4720	Food:Other Food	2,500	-	(2,500)	-100%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>706,347</b>	<b>344,786</b>	<b>(361,561)</b>	<b>-51%</b>

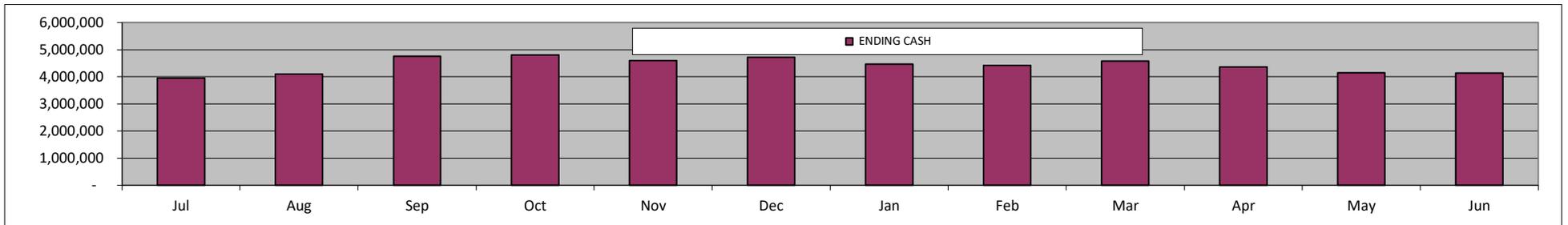
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA 8		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	881,368	797,325	(84,043)	-10%
5205	Conference Fees	-	2,500	2,500	0%
5210	MilesParkTolls	-	5,000	5,000	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	5,000	5,000	0%
5300	DuesMemberships	5,890	11,000	5,110	87%
5450	Other Insurance	36,232	43,000	6,768	19%
5500	OpsHousekeeping	2,819	5,000	2,181	77%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	385,000	385,000	-	0%
5620	EquipmentLeases	8,000	12,000	4,000	50%
5630	Reps&MaintBldng	1,000	10,000	9,000	900%
5800	ProfessServices	188,699	41,980	(146,719)	-78%
5810	Legal	2,500	20,000	17,500	700%
5813	SchPrgAftSchool	8,791	-	(8,791)	-100%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	3,000	5,000	2,000	67%
5820	Audit & CPA	4,710	9,000	4,290	91%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	-	15,000	15,000	0%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	5,000	10,000	5,000	100%
5850	Oversight Fees	47,872	45,000	(2,872)	-6%
5857	Payroll Fees	19,000	20,000	1,000	5%
5860	Service Fees	300	-	(300)	-100%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	3,111	14,500	11,389	366%
5864	Prof Dev-Other	72,945	31,768	(41,177)	-56%
5865	Professional Development LLM	9,500	-	(9,500)	-100%
5869	SpEd Ctrct Inst	62,902	45,000	(17,902)	-28%
5870	Livescan	200	500	300	150%
5872	SPED Fees (incl Encroachment)	37,329	-	(37,329)	-100%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	30,238	30,000	(238)	-1%
5890	OthSvcsNon-Inst	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 8</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	-	48,000	48,000	0%
5910	Communications 2	10,800	-	(10,800)	-100%
5920	TelecomInternet	47,784	-	(47,784)	-100%
5930	PostageDelivery	5,500	7,000	1,500	27%
5940	Technology	27,790	25,350	(2,440)	-9%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,908,279</b>	<b>1,643,923</b>	<b>(264,356)</b>	<b>-14%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA 8</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	103,872	117,038	13,166	13%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>103,872</b>	<b>117,038</b>	<b>13,166</b>	<b>13%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	8,289	-	(8,289)	-100%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>8,289</b>	<b>-</b>	<b>(8,289)</b>	<b>-100%</b>
<b>TOTAL EXPENSES</b>		<b>6,390,575</b>	<b>6,131,455</b>	<b>(259,120)</b>	<b>-4%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MSA-8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>3,751,294</b>	<b>3,950,467</b>	<b>4,097,829</b>	<b>4,760,336</b>	<b>4,806,702</b>	<b>4,592,557</b>	<b>4,720,593</b>	<b>4,468,551</b>	<b>4,418,626</b>	<b>4,580,858</b>	<b>4,363,012</b>	<b>4,145,166</b>	<b>4,134,671</b>	
<b>Revenue</b>														
LCFF: State Aid	170,980	170,980	170,980	170,980	170,980	170,980	170,980	170,980	205,176	205,176	205,176	205,176	205,176	2,393,724
LCFF: EPA	-	-	207,351	-	-	207,351	-	-	207,351	-	-	207,351	-	829,403
LCFF: ILPT	-	109,427	109,427	109,427	109,427	109,427	109,427	109,427	109,427	109,427	109,427	109,427	109,427	1,313,127
Federal Revenue	4,025	3,980	172,139	4,025	4,025	176,753	4,025	4,025	176,753	4,025	4,025	4,025	179,400	741,224
Other State Revenues	17,969	26,021	220,086	17,969	65,568	27,671	27,671	229,788	27,671	27,671	27,671	27,671	108,863	852,288
Other Local Revenues	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	2,857	20,000
<b>Total Revenue</b>	<b>194,403</b>	<b>311,837</b>	<b>881,411</b>	<b>303,830</b>	<b>351,429</b>	<b>693,610</b>	<b>313,532</b>	<b>515,649</b>	<b>727,807</b>	<b>347,728</b>	<b>347,728</b>	<b>555,079</b>	<b>605,724</b>	<b>6,149,766</b>
<b>Expenses</b>														
Certificated Salaries	115,453	121,602	172,036	162,574	207,118	207,118	207,118	207,118	207,118	207,118	207,118	207,118	103,559	2,332,166
Classified Salaries	22,886	34,273	38,718	48,153	66,207	66,207	66,207	66,207	66,207	66,207	66,207	66,207	33,104	706,790
Benefits	20,838	55,977	68,015	75,625	90,153	90,153	90,153	90,153	90,153	90,153	90,153	90,153	45,076	986,752
Books and Supplies	27,583	27,583	27,583	27,583	27,583	27,583	27,583	27,583	27,583	27,583	27,583	27,583	13,791	344,786
Services and Operations	36,857	39,233	26,745	57,721	174,514	174,514	174,514	174,514	174,514	174,514	174,514	174,514	87,257	1,643,923
Depreciation / Cap Outlay	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	-	117,038
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>233,369</b>	<b>288,421</b>	<b>342,850</b>	<b>381,410</b>	<b>575,327</b>	<b>282,787</b>	<b>6,131,455</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	260,544	130,272	130,272	130,272										651,359
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753	9,753		117,038
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(32,158)	(16,079)	(16,079)	(16,079)										(80,395)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other Transactions</b>	<b>238,139</b>	<b>123,946</b>	<b>123,946</b>	<b>123,946</b>	<b>9,753</b>	<b>688,002</b>								
<b>Total Change in Cash</b>	<b>199,172</b>	<b>147,362</b>	<b>662,507</b>	<b>46,366</b>	<b>(214,145)</b>	<b>128,036</b>	<b>(252,042)</b>	<b>(49,925)</b>	<b>162,232</b>	<b>(217,846)</b>	<b>(217,846)</b>	<b>(10,495)</b>		<b>706,313</b>
<b>ENDING CASH</b>	<b>3,950,467</b>	<b>4,097,829</b>	<b>4,760,336</b>	<b>4,806,702</b>	<b>4,592,557</b>	<b>4,720,593</b>	<b>4,468,551</b>	<b>4,418,626</b>	<b>4,580,858</b>	<b>4,363,012</b>	<b>4,145,166</b>	<b>4,134,671</b>		<<< = 246 days cash



## MSA-SA 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$179,791.

This is an increase of \$130,238 from the prior year projected surplus of \$49,552.

This will allow MSA-SA to end this fiscal year with a balance of \$7,847,901, which is 90.0% of annual expenditures. However, the majority of this is fixed assets.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,478,906, which represents 62 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$1,944,475, which represents 81 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$8,901,990, or 105.9% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$6,194,583 higher than in the prior year, with average daily attendance (ADA) increasing by 528.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at \$1,394,270 higher than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$829,312 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at \$20,000 higher than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$8,722,199, or 104.4% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$6,019,804 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$404,443 higher than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$1,761,248 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$1,224,424 higher than in the prior year, reflecting updated capital outlay projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA SA</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
Projected Average Daily Attendance:		527	528	1	0%
<b>SUMMARY</b>					
<b>Revenue</b>					
LCFF Entitlement		6,247,026	6,194,583	(52,443)	-1%
Federal Revenue		1,443,937	1,394,270	(49,668)	-3%
Other State Revenues		680,525	1,293,137	612,612	90%
Other Local Revenues		33,106	20,000	(13,106)	-40%
<b>Total Revenue</b>		<b>8,404,594</b>	<b>8,901,990</b>	<b>497,396</b>	<b>6%</b>
<b>Expenditures</b>					
Certificated Salaries		2,855,185	3,076,600	221,415	8%
Classified Salaries		691,323	930,237	238,914	35%
Benefits		1,315,152	1,433,895	118,742	9%
Books and Supplies		627,175	342,945	(284,231)	-45%
Services and Operating Exp.		1,679,042	1,732,728	53,687	3%
Depreciation & Cap Outlay		587,000	647,277	60,277	10%
Other Outflows		600,165	558,517	(41,648)	-7%
<b>Total Expenditures</b>		<b>8,355,042</b>	<b>8,722,199</b>	<b>367,157</b>	<b>4%</b>
<b>Net Revenues</b>		<b>49,552</b>	<b>179,791</b>	<b>130,238</b>	
<b>Fund Balance</b>					
Beginning Balance (Budgeted)		7,618,559	7,668,111		
Net Revenues		49,552	179,791		
<b>Ending Fund Balance</b>		<b>7,668,111</b>	<b>7,847,901</b>		
<b>Components of Fund Bal.</b>					
Available For Econ. Uncert.			1,785,133	20.5% of Expenditures	
Restricted Balances (Est.)			215,370	2.5% of Expenditures	
Net Fixed Assets			5,847,399	67.0% of Expenditures	
<b>Ending Fund Balance</b>			<b>7,847,901</b>	<b>90.0% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget		
<b>MSA SA</b>	<b>2020-21</b>		
	Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year Variance as %

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	6,135,622	6,089,399	(46,223)	-1%
8012 EPA Entitlement	111,404	105,184	(6,220)	-6%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	-	-	-	0%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>6,247,026</b>	<b>6,194,583</b>	<b>(52,443)</b>	<b>-1%</b>

**Federal Revenue**

8181 SpEd - Revenue	63,839	64,020	181	0%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	1,380,098	1,330,250	(49,848)	-4%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>1,443,937</b>	<b>1,394,270</b>	<b>(49,668)</b>	<b>-3%</b>

**Other State Revenue**

8311 SpEd Revenue	323,016	320,100	(2,916)	-1%
8520 SchoolNutrState	-	-	-	0%
8550 MandCstReimburs	13,345	14,255	910	7%
8560 StateLotteryRev	106,029	108,320	2,290	2%
8590 AllOthStateRev	238,134	850,462	612,328	257%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>680,525</b>	<b>1,293,137</b>	<b>612,612</b>	<b>90%</b>

**Local Revenue**

8600 Other Local Rev	-	-	-	0%
8660 Interest	4,992	-	(4,992)	-100%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	-	-	-	0%
8699 Other Revenue	11	-	(11)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SA		2020-21	Proposed 2021-	Variance From	Variance as %
		Estimated Actuals	22 July Budget	Prior Year	
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	2,000	-	(2,000)	-100%
8803	Fundraising	26,103	20,000	(6,103)	-23%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>28,103</b>	<b>20,000</b>	<b>(8,103)</b>	<b>-29%</b>
<b>TOTAL REVENUE</b>		<b>8,404,594</b>	<b>8,901,990</b>	<b>497,396</b>	<b>6%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	2,348,841	2,378,929	30,088	1%
1200	Cert Aid	-	170,416	170,416	0%
1300	Cert Adminis	506,344	527,255	20,911	4%
<b>SUBTOTAL - Certificated Salaries</b>		<b>2,855,185</b>	<b>3,076,600</b>	<b>221,415</b>	<b>8%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	288,897	424,991	136,094	47%
2200	Classified Support	245,114	326,061	80,947	33%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	157,312	179,185	21,873	14%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>691,323</b>	<b>930,237</b>	<b>238,914</b>	<b>35%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	329,262	513,840	184,578	56%
3102	STRS-Classified	108,756	-	(108,756)	-100%
3201	PERS-Cert	-	163,282	163,282	0%
3202	PERS-Classified	143,110	6,918	(136,192)	-95%
3301	OASDI/Med-Cert	39,327	91,604	52,278	133%
3302	OASDI/Med-Class	52,889	10,192	(42,697)	-81%
3401	HlthWelfareCert	372,582	769,588	397,006	107%
3402	HlthWelfareCert	181,550	-	(181,550)	-100%
3501	UI-Certificated	5,624	18,470	12,846	228%
3502	UI-Classified	3,467	-	(3,467)	-100%
3601	WorkersCmp-Cert	78,586	60,000	(18,586)	-24%
3602	WorkersCmp-Class	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SA		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	(200,000)	(200,000)	0%
3902	OthBenes-Class	-	-	-	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>1,315,152</b>	<b>1,433,895</b>	<b>118,742</b>	<b>9%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SA		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	29,108	26,672	(2,436)	-8%
4200	BooksOthRefMats	900	1,000	100	11%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	18,990	22,000	3,010	16%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	6,500	6,500	-	0%
4325	ProfDevMat&Sups	900	-	(900)	-100%
4326	Arts&MusicSupps	-	-	-	0%
4335	PE Supplies	-	-	-	0%
4340	Educat Software	120,596	70,700	(49,896)	-41%
4345	NonInstStdntSup	76,315	20,000	(56,315)	-74%
4346	TeacherSupplies	500	4,000	3,500	700%
4350	Cust. Supplies	47,000	40,000	(7,000)	-15%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	9,073	9,073	0%
4400	NonCapEquip-Gen	27,000	20,000	(7,000)	-26%
4410	ClssrmFrnEqp<5k	-	-	-	0%
4430	OffceFurnEqp<5k	-	1,000	1,000	0%
4440	Computers <\$5k	39,435	-	(39,435)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	257,932	120,000	(137,932)	-53%
4710	Food	-	-	-	0%
4720	Food:Other Food	2,000	2,000	-	0%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>627,175</b>	<b>342,945</b>	<b>(284,231)</b>	<b>-45%</b>

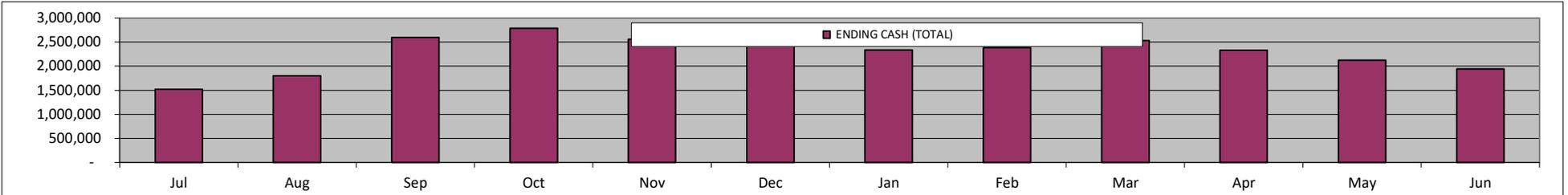
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SA		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	798,740	884,386	85,646	11%
5205	Conference Fees	-	2,000	2,000	0%
5210	MilesParkTolls	500	1,000	500	100%
5215	TravConferences	-	-	-	0%
5220	TraLodging	-	1,000	1,000	0%
5300	DuesMemberships	15,100	7,500	(7,600)	-50%
5450	Other Insurance	44,000	50,000	6,000	14%
5500	OpsHousekeeping	38,400	32,000	(6,400)	-17%
5510	Gas & Electric	90,000	90,000	-	0%
5610	Rent & Leases	10,000	-	(10,000)	-100%
5620	EquipmentLeases	18,500	23,000	4,500	24%
5630	Reps&MaintBldng	41,967	45,000	3,033	7%
5800	ProfessServices	118,535	96,742	(21,793)	-18%
5810	Legal	4,000	20,000	16,000	400%
5813	SchPrgAftSchool	6,891	-	(6,891)	-100%
5814	SchPrgAcadComps	1,288	3,000	1,712	133%
5819	SchlProgs-Other	24,000	1,000	(23,000)	-96%
5820	Audit & CPA	3,000	9,000	6,000	200%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	18,103	40,000	21,897	121%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdRecrt	1,588	10,000	8,412	530%
5850	Oversight Fees	60,565	61,000	435	1%
5857	Payroll Fees	29,100	30,000	900	3%
5860	Service Fees	2,500	3,000	500	20%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	43,268	4,000	(39,268)	-91%
5864	Prof Dev-Other	23,062	45,000	21,938	95%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	131,573	130,000	(1,573)	-1%
5870	Livescan	-	750	750	0%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	80,000	80,000	-	0%
5890	OthSvcsNon-Inst	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SA		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	8,881	30,000	21,119	238%
5910	Communications 2	10,250	-	(10,250)	-100%
5920	TelecomInternet	16,986	-	(16,986)	-100%
5930	PostageDelivery	8,500	8,000	(500)	-6%
5940	Technology	29,745	25,350	(4,395)	-15%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,679,042</b>	<b>1,732,728</b>	<b>53,687</b>	<b>3%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA SA</b>		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	7,000	-	(7,000)	-100%
6900	Depreciation	580,000	647,277	67,277	12%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>587,000</b>	<b>647,277</b>	<b>60,277</b>	<b>10%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	600,165	558,517	(41,648)	-7%
<b>SUBTOTAL - Other Outflows</b>		<b>600,165</b>	<b>558,517</b>	<b>(41,648)</b>	<b>-7%</b>
<b>TOTAL EXPENSES</b>		<b>8,355,042</b>	<b>8,722,199</b>	<b>367,157</b>	<b>4%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>828,245</b>	<b>1,478,906</b>	<b>1,798,364</b>	<b>2,594,910</b>	<b>2,786,601</b>	<b>2,558,126</b>	<b>2,624,726</b>	<b>2,332,467</b>	<b>2,380,392</b>	<b>2,533,983</b>	<b>2,328,715</b>	<b>2,123,447</b>	<b>1,944,475</b>	
<b>Revenue</b>														
LCFF: State Aid	434,957	434,957	434,957	434,957	434,957	434,957	434,957	434,957	521,948	521,948	521,948	521,948	521,948	6,089,399
LCFF: EPA	-	-	26,296	-	-	26,296	-	-	26,296	-	-	26,296	-	105,184
LCFF: ILPT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	5,122	5,122	213,514	5,122	5,122	337,684	5,122	5,122	337,684	5,122	5,122	5,122	459,293	1,394,270
Other State Revenues	22,864	22,864	381,696	22,864	100,466	36,682	36,682	376,867	36,682	36,682	36,682	36,682	145,425	1,293,137
Other Local Revenues	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	1,429	2,857	20,000
<b>Total Revenue</b>	<b>464,372</b>	<b>464,372</b>	<b>1,057,892</b>	<b>464,372</b>	<b>541,974</b>	<b>837,047</b>	<b>478,189</b>	<b>818,374</b>	<b>924,039</b>	<b>565,180</b>	<b>565,180</b>	<b>591,476</b>	<b>1,129,524</b>	<b>8,901,990</b>
<b>Expenses</b>														
Certificated Salaries	170,595	141,078	213,925	214,340	274,901	274,901	274,901	274,901	274,901	274,901	274,901	274,901	137,451	3,076,600
Classified Salaries	11,813	29,587	51,038	44,184	93,367	93,367	93,367	93,367	93,367	93,367	93,367	93,367	46,683	930,237
Benefits	24,661	121,296	138,920	139,540	118,762	118,762	118,762	118,762	118,762	118,762	118,762	118,762	59,381	1,433,895
Books and Supplies	27,436	27,436	27,436	27,436	27,436	27,436	27,436	27,436	27,436	27,436	27,436	27,436	13,718	342,945
Services and Operations	27,477	33,993	38,503	55,658	185,541	185,541	185,541	185,541	185,541	185,541	185,541	185,541	92,770	1,732,728
Depreciation / Cap Outlay	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	-	647,277
Other Outflows	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	46,543	-	558,517
<b>Total Expenses</b>	<b>362,465</b>	<b>453,873</b>	<b>570,305</b>	<b>581,640</b>	<b>800,489</b>	<b>350,003</b>	<b>8,722,199</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	610,859	305,429	305,429	305,429										1,527,147
Accounts Receivable - Bond Project														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940	53,940		647,277
Fixed Assets - Acquisitions														-
Due To (From)														-
Expenses - Prior Year Accruals	(53,022)	(26,511)	(26,511)	(26,511)										(132,556)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)	(23,899)		(286,785)
<b>Total Other Transactions</b>	<b>587,877</b>	<b>308,959</b>	<b>308,959</b>	<b>308,959</b>	<b>30,041</b>		<b>1,755,083</b>							
<b>Total Change in Cash</b>	<b>689,784</b>	<b>319,458</b>	<b>796,546</b>	<b>191,691</b>	<b>(228,475)</b>	<b>66,599</b>	<b>(292,259)</b>	<b>47,926</b>	<b>153,591</b>	<b>(205,268)</b>	<b>(205,268)</b>	<b>(178,972)</b>		<b>1,934,873</b>
<b>ENDING CASH (Local Bank 9120)</b>	<b>1,478,906</b>	<b>1,798,364</b>	<b>2,594,910</b>	<b>2,786,601</b>	<b>2,558,126</b>	<b>2,624,726</b>	<b>2,332,467</b>	<b>2,380,392</b>	<b>2,533,983</b>	<b>2,328,715</b>	<b>2,123,447</b>	<b>1,944,475</b>		
<b>ENDING CASH (County Treas. &amp; Other)</b>	<b>39,122</b>	<b>-</b>												
<b>ENDING CASH (TOTAL)</b>	<b>1,518,028</b>	<b>1,798,364</b>	<b>2,594,910</b>	<b>2,786,601</b>	<b>2,558,126</b>	<b>2,624,726</b>	<b>2,332,467</b>	<b>2,380,392</b>	<b>2,533,983</b>	<b>2,328,715</b>	<b>2,123,447</b>	<b>1,944,475</b>		<<< = 81 days cash



## MSA-SD 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$3,616.

This is an decrease of (\$275,614) from the prior year projected surplus of \$279,230.

This will allow MSA-SD to end this fiscal year with a balance of \$574,244, which is 12.0% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$770,933, which represents 59 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$770,933, which represents 59 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior Year = increase of \$56,857, or 1.2% of Prior Year revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$106,167) lower than in the prior year, with average daily attendance (ADA) decreasing by 16.53.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

Federal Revenues are projected at (\$22,067) lower than in the prior year.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

Other State Revenues are projected at \$228,166 higher than in the prior year.

**Other Local Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at (\$29,557) lower than in the prior year..

### SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior Year = increase of \$332,471, or 7.5% of Prior Year expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$355,476 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$317,599) lower than in the prior year.

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$276,231 higher than in the prior year.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$4,208 higher than in the prior year, reflecting updated depreciation and encroachment projections.

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget		
MSA SD	2020-21	Proposed 2021- 22 July Budget	Variance From	
	Estimated Actuals		Prior Year	Variance as %
Projected Average Daily Attendance:	421	404	(17)	-4%
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	3,767,152	3,660,985	(106,167)	-3%
Federal Revenue	378,531	356,464	(22,067)	-6%
Other State Revenues	492,252	706,901	214,648	44%
Other Local Revenues	84,557	55,000	(29,557)	-35%
<b>Total Revenue</b>	<b>4,722,493</b>	<b>4,779,350</b>	<b>56,857</b>	<b>1%</b>
<b>Expenditures</b>				
Certificated Salaries	1,696,593	1,797,453	100,860	6%
Classified Salaries	324,254	487,611	163,358	50%
Benefits	699,390	790,648	91,258	13%
Books and Supplies	164,787	201,392	36,605	22%
Services and Operating Exp.	1,509,738	1,445,921	(63,817)	-4%
Depreciation & Cap Outlay	45,000	52,708	7,708	17%
Other Outflows	3,500	-	(3,500)	-100%
<b>Total Expenditures</b>	<b>4,443,262</b>	<b>4,775,734</b>	<b>332,471</b>	<b>7%</b>
<b>Net Revenues</b>	<b>279,230</b>	<b>3,616</b>	<b>(275,614)</b>	
<b>Fund Balance</b>				
Beginning Balance (Budgeted)	291,398	570,628		
Net Revenues	279,230	3,616		
<b>Ending Fund Balance</b>	<b>570,628</b>	<b>574,244</b>		
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.		528,434	11.1% of Expenditures	
Restricted Balances (Est.)		594	0.0% of Expenditures	
Net Fixed Assets		45,216	0.9% of Expenditures	
<b>Ending Fund Balance</b>		<b>574,244</b>	<b>12.0% of Expenditures</b>	



2021-22 July Budget (BOARD FINAL 6-21-2021)	Annual Budget		
<b>MSA SD</b>	<b>2020-21</b>	<b>Proposed 2021- 22 July Budget</b>	<b>Variance From Prior Year</b>
	<b>Estimated Actuals</b>		

**REVENUE DETAIL****LCFF Entitlement**

	2020-21 Estimated Actuals	Proposed 2020-21 July Budget	Variance From Prior Year	Variance as %
8011 State Aid	712,133	650,654	(61,479)	-9%
8012 EPA Entitlement	88,602	81,024	(7,578)	-9%
8019 Prior Year Adjustments	-	-	-	0%
8096 InLieuPropTaxes	2,966,417	2,929,307	(37,110)	-1%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>3,767,152</b>	<b>3,660,985</b>	<b>(106,167)</b>	<b>-3%</b>

**Federal Revenue**

8181 SpEd - Revenue	51,012	49,008	(2,004)	-4%
8220 SchLunchFederal	-	-	-	0%
8290 All Other Federal Revenue	327,519	307,456	(20,063)	-6%
8295 Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>378,531</b>	<b>356,464</b>	<b>(22,067)</b>	<b>-6%</b>

**Other State Revenue**

8311 SpEd Revenue	268,575	245,041	(23,534)	-9%
8520 SchoolNutrState	-	-	-	0%
8550 MandCstReimburs	7,469	6,931	(538)	-7%
8560 StateLotteryRev	88,159	80,619	(7,540)	-9%
8590 AllOthStateRev	128,049	374,310	246,260	192%
8595 Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>492,252</b>	<b>706,901</b>	<b>214,648</b>	<b>44%</b>

**Local Revenue**

8600 Other Local Rev	-	-	-	0%
8660 Interest	5,636	-	(5,636)	-100%
8698 OthRev-Suspense	-	-	-	0%
8690 Prior Year Adj (Local1)	-	-	-	0%
8695 Prior Year Adj (Local2)	-	-	-	0%
8699 Other Revenue	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SD		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	78,921	55,000	(23,921)	-30%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>78,921</b>	<b>55,000</b>	<b>(23,921)</b>	<b>-30%</b>
<b>TOTAL REVENUE</b>		<b>4,722,493</b>	<b>4,779,350</b>	<b>56,857</b>	<b>1%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	1,297,440	1,332,833	35,393	3%
1200	Cert Aid	-	80,480	80,480	0%
1300	Cert Adminis	399,153	384,140	(15,013)	-4%
<b>SUBTOTAL - Certificated Salaries</b>		<b>1,696,593</b>	<b>1,797,453</b>	<b>100,860</b>	<b>6%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	140,659	297,657	156,998	112%
2200	Classified Support	59,707	-	(59,707)	-100%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	123,888	189,954	66,066	53%
2900	OtherClassStaff	-	-	-	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>324,254</b>	<b>487,611</b>	<b>163,358</b>	<b>50%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	201,751	309,774	108,024	54%
3102	STRS-Classified	58,360	-	(58,360)	-100%
3201	PERS-Cert	-	46,535	46,535	0%
3202	PERS-Classified	59,069	-	(59,069)	-100%
3301	OASDI/Med-Cert	23,354	33,194	9,840	42%
3302	OASDI/Med-Class	24,826	9,346	(15,480)	-62%
3401	HlthWelfareCert	294,840	349,335	54,495	18%
3402	HlthWelfareCert	4,654	-	(4,654)	-100%
3501	UI-Certificated	1,611	9,465	7,854	488%
3502	UI-Classified	926	-	(926)	-100%
3601	WorkersCmp-Cert	30,000	33,000	3,000	10%
3602	WorkersCmp-Class	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MSA SD</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3701	Other Retirement-Cert	-	-	-	0%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	-	-	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>699,390</b>	<b>790,648</b>	<b>91,258</b>	<b>13%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SD		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	-	20,000	20,000	0%
4200	BooksOthRefMats	7,968	1,000	(6,968)	-87%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	17,758	17,750	(8)	0%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	1,675	20,000	18,325	1094%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	2,500	2,500	0%
4335	PE Supplies	-	3,500	3,500	0%
4340	Educat Software	23,113	34,664	11,551	50%
4345	NonInstStdntSup	54,541	25,000	(29,541)	-54%
4346	TeacherSupplies	-	4,000	4,000	0%
4350	Cust. Supplies	17,500	12,000	(5,500)	-31%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	7,978	7,978	0%
4400	NonCapEquip-Gen	2,500	-	(2,500)	-100%
4410	ClssrmFrnEq<5k	-	-	-	0%
4430	OfficeFurnEq<5k	-	1,000	1,000	0%
4440	Computers <\$5k	10,000	-	(10,000)	-100%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	28,000	50,000	22,000	79%
4710	Food	-	-	-	0%
4720	Food:Other Food	1,732	2,000	268	15%
4990	Prior Year Adj (Mat'ls)	-	-	-	0%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>164,787</b>	<b>201,392</b>	<b>36,605</b>	<b>22%</b>

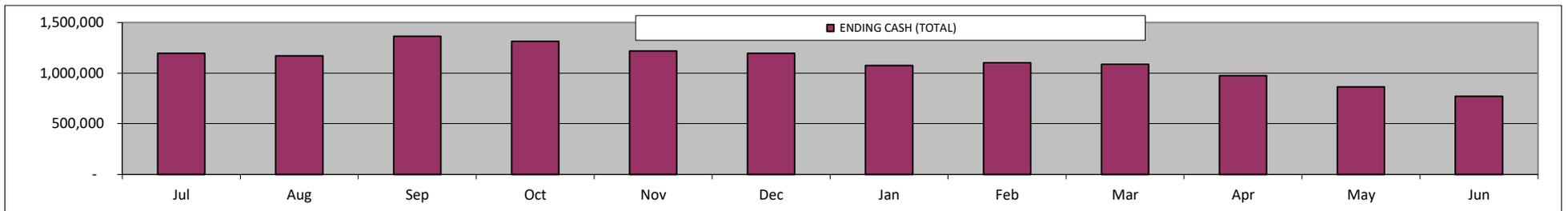
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SD		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	173,800	179,290	5,490	3%
5205	Conference Fees	-	6,000	6,000	0%
5210	MilesParkTolls	1,500	1,500	-	0%
5215	TravConferences	-	-	-	0%
5220	TraLodging	1,500	1,500	-	0%
5300	DuesMemberships	6,506	7,500	994	15%
5450	Other Insurance	36,107	42,000	5,893	16%
5500	OpsHousekeeping	13,817	15,000	1,183	9%
5510	Gas & Electric	35,000	-	(35,000)	-100%
5610	Rent & Leases	718,878	740,000	21,122	3%
5620	EquipmentLeases	13,650	15,000	1,350	10%
5630	Reps&MaintBldng	5,674	5,000	(674)	-12%
5800	ProfessServices	91,832	29,025	(62,807)	-68%
5810	Legal	4,000	20,000	16,000	400%
5813	SchPrgAftSchool	93,006	93,006	0	0%
5814	SchPrgAcadComps	-	1,000	1,000	0%
5819	SchlProgs-Other	4,000	1,000	(3,000)	-75%
5820	Audit & CPA	8,500	9,000	500	6%
5825	DMSBusinessSvcs	-	-	-	0%
5835	Field Trips	44,189	40,000	(4,189)	-9%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtrRecrt	4,450	20,000	15,550	349%
5850	Oversight Fees	38,458	39,000	542	1%
5857	Payroll Fees	15,750	15,000	(750)	-5%
5860	Service Fees	500	1,000	500	100%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	22,838	4,000	(18,838)	-82%
5864	Prof Dev-Other	3,000	16,000	13,000	433%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	114,446	60,000	(54,446)	-48%
5870	Livescan	750	750	-	0%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	-	-	-	0%
5884	Substitutes	5,500	15,000	9,500	173%
5890	OthSvcsNon-Inst	-	-	-	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SD		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	2,000	40,000	38,000	1900%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	19,000	-	(19,000)	-100%
5930	PostageDelivery	2,000	4,000	2,000	100%
5940	Technology	29,088	25,350	(3,738)	-13%
5990	Prior Year Adj (Services)	-	-	-	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,509,738</b>	<b>1,445,921</b>	<b>(63,817)</b>	<b>-4%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MSA SD		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	45,000	52,708	7,708	17%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>45,000</b>	<b>52,708</b>	<b>7,708</b>	<b>17%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	3,500	-	(3,500)	-100%
<b>SUBTOTAL - Other Outflows</b>		<b>3,500</b>	<b>-</b>	<b>(3,500)</b>	<b>-100%</b>
<b>TOTAL EXPENSES</b>		<b>4,443,262</b>	<b>4,775,734</b>	<b>332,471</b>	<b>7%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MSA-SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET											
<b>BEGINNING CASH</b>	<b>1,361,213</b>	<b>1,156,870</b>	<b>1,169,966</b>	<b>1,363,956</b>	<b>1,312,857</b>	<b>1,219,505</b>	<b>1,195,201</b>	<b>1,073,776</b>	<b>1,102,075</b>	<b>1,087,066</b>	<b>974,936</b>	<b>862,806</b>	<b>770,933</b>	
<b>Revenue</b>														
LCFF: State Aid	46,475	46,475	46,475	46,475	46,475	46,475	46,475	46,475	55,770	55,770	55,770	55,770	55,770	650,654
LCFF: EPA	-	-	20,256	-	-	20,256	-	-	20,256	-	-	20,256	-	81,024
LCFF: ILPT	-	244,109	244,109	244,109	244,109	244,109	244,109	244,109	244,109	244,109	244,109	244,109	244,109	2,929,307
Federal Revenue	3,921	3,921	75,642	3,921	3,921	80,785	3,921	3,921	80,785	3,921	3,921	3,921	83,967	356,464
Other State Revenues	17,373	17,503	167,227	34,955	53,477	25,404	25,404	175,128	25,404	25,404	25,404	25,404	88,813	706,901
Other Local Revenues	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	3,929	7,857	55,000
<b>Total Revenue</b>	<b>71,697</b>	<b>315,936</b>	<b>557,638</b>	<b>333,389</b>	<b>351,911</b>	<b>420,958</b>	<b>323,838</b>	<b>473,561</b>	<b>430,253</b>	<b>333,133</b>	<b>333,133</b>	<b>353,389</b>	<b>480,516</b>	<b>4,779,350</b>
<b>Expenses</b>														
Certificated Salaries	96,366	84,890	134,548	141,560	157,658	157,658	157,658	157,658	157,658	157,658	157,658	157,658	78,829	1,797,453
Classified Salaries	9,783	18,600	27,656	25,612	47,760	47,760	47,760	47,760	47,760	47,760	47,760	47,760	23,880	487,611
Benefits	14,426	63,175	60,068	57,897	70,010	70,010	70,010	70,010	70,010	70,010	70,010	70,010	35,005	790,648
Books and Supplies	16,111	16,111	16,111	16,111	16,111	16,111	16,111	16,111	16,111	16,111	16,111	16,111	8,056	201,392
Services and Operations	19,974	72,954	78,156	96,198	138,663	138,663	138,663	138,663	138,663	138,663	138,663	138,663	69,332	1,445,921
Depreciation / Cap Outlay	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	-	52,708
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>161,052</b>	<b>260,123</b>	<b>320,931</b>	<b>341,770</b>	<b>434,595</b>	<b>434,595</b>	<b>215,101</b>	<b>4,775,734</b>						
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	71,442	35,721	35,721	35,721										178,606
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392		52,708
Fixed Assets - Acquisitions Due To (From)														-
Expenses - Prior Year Accruals	(135,542)	(67,771)	(67,771)	(67,771)										(338,855)
Accounts Payable - Current Year														-
Loans Payable (Current)														-
Loans Payable (Long Term)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)	(15,060)		(180,720)
<b>Total Other Transactions</b>	<b>(74,767)</b>	<b>(42,717)</b>	<b>(42,717)</b>	<b>(42,717)</b>	<b>(10,668)</b>	<b>(10,668)</b>		<b>(288,261)</b>						
<b>Total Change in Cash</b>	<b>(164,123)</b>	<b>13,096</b>	<b>193,989</b>	<b>(51,099)</b>	<b>(93,351)</b>	<b>(24,305)</b>	<b>(121,425)</b>	<b>28,299</b>	<b>(15,010)</b>	<b>(112,130)</b>	<b>(112,130)</b>	<b>(91,874)</b>		<b>(284,645)</b>
<b>ENDING CASH (Local Bank 9120)</b>	<b>1,156,870</b>	<b>1,169,966</b>	<b>1,363,956</b>	<b>1,312,857</b>	<b>1,219,505</b>	<b>1,195,201</b>	<b>1,073,776</b>	<b>1,102,075</b>	<b>1,087,066</b>	<b>974,936</b>	<b>862,806</b>	<b>770,933</b>		
<b>ENDING CASH (County Treas. &amp; Other)</b>	<b>40,220</b>													
<b>ENDING CASH (TOTAL)</b>	<b>1,197,090</b>	<b>1,169,966</b>	<b>1,363,956</b>	<b>1,312,857</b>	<b>1,219,505</b>	<b>1,195,201</b>	<b>1,073,776</b>	<b>1,102,075</b>	<b>1,087,066</b>	<b>974,936</b>	<b>862,806</b>	<b>770,933</b>		<<< = 59 days cash



## MERF 2021-22 July Budget - Summary Analysis

### SUMMARY OF RESULTS

This 2021-22 July Budget update projects a budget surplus of \$5,352.

This is an decrease of (\$52,143) from the prior year projected surplus of \$57,495.

This will allow MERF to end this fiscal year with a balance of \$2,017,552, which is 34.4% of annual expenditures.

### CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$1,097,935, which represents 68 days of operating costs on average.

The June 30, 2022 ending cash balance this fiscal year is projected to be \$1,097,935, which represents 68 days of average operating costs.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

### SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of \$481,937, or 9.7% of First Interim revenues)

**Other Local Revenues:** This category includes all MERF revenues from the sites, as well as other schoolwide revenue sources.

CMO Fee and other projected revenues are \$481,937 higher than in the prior year.

**Federal Revenues:** This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal CARES Act Funding.

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$703,947 higher than in the prior year, reflecting budget adjustments.

**Other State Revenues:** These are the non-LCFF state revenues such as Lottery, Facility Grant, and AB86 ELO/IPI Grants.

**Books & Supplies:** This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$60,395) lower than in the prior year, due to targeted budget adjustments (see detail).

**Services & Operating Expenses:** These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$109,332) lower than in the prior year, due to targeted budget adjustments (see detail).

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets, interest, and other related costs.

These costs are projected at (\$141) lower than in the prior year, reflecting updated depreciation and encroachment projections.



2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget		
MERF	2020-21	Proposed 2021- 22 July Budget	Variance From	
	Estimated Actuals		Prior Year	Variance as %
Projected Average Daily Attendance:				0%
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	-	-	-	0%
Federal Revenue	-	-	-	0%
Other State Revenues	-	-	-	0%
Other Local Revenues	5,391,463	5,873,400	481,937	9%
<b>Total Revenue</b>	<b>5,391,463</b>	<b>5,873,400</b>	<b>481,937</b>	<b>9%</b>
<b>Expenditures</b>				
Certificated Salaries	794,204	-	(794,204)	-100%
Classified Salaries	1,800,228	3,350,791	1,550,564	86%
Benefits	1,104,582	1,052,170	(52,412)	-5%
Books and Supplies	161,595	101,200	(60,395)	-37%
Services and Operating Exp.	1,472,360	1,363,028	(109,332)	-7%
Depreciation & Cap Outlay	1,000	859	(141)	-14%
Other Outflows	-	-	-	0%
<b>Total Expenditures</b>	<b>5,333,969</b>	<b>5,868,048</b>	<b>534,079</b>	<b>10%</b>
<b>Net Revenues</b>	<b>57,495</b>	<b>5,352</b>	<b>(52,143)</b>	
<b>Fund Balance</b>				
Beginning Balance (Budgeted)	1,954,706	2,012,201		
Net Revenues	57,495	5,352		
<b>Ending Fund Balance</b>	<b>2,012,201</b>	<b>2,017,552</b>		
<b>Components of Fund Bal.</b>				
Available For Econ. Uncert.		1,972,946	33.6% of Expenditures	
Restricted Balances (Est.)		29,491	0.5% of Expenditures	
Net Fixed Assets		15,115	0.3% of Expenditures	
<b>Ending Fund Balance</b>		<b>2,017,552</b>	<b>34.4% of Expenditures</b>	



<b>2021-22 July Budget (BOARD FINAL 6-21-2021)</b>	<b>Annual Budget</b>		
<b>MERF</b>	<b>2020-21 Estimated Actuals</b>	<b>Proposed 2021- 22 July Budget</b>	<b>Variance From Prior Year Variance as %</b>

**REVENUE DETAIL**

**LCFF Entitlement**

8011	State Aid	-	-	-	0%
8012	EPA Entitlement	-	-	-	0%
8019	Prior Year Adjustments	-	-	-	0%
8096	InLieuPropTaxes	-	-	-	0%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>

**Federal Revenue**

8181	SpEd - Revenue	-	-	-	0%
8220	SchLunchFederal	-	-	-	0%
8290	All Other Federal Revenue	-	-	-	0%
8295	Prior Year Adjustments (Fed Rev)	-	-	-	0%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>

**Other State Revenue**

8311	SpEd Revenue	-	-	-	0%
8520	SchoolNutrState	-	-	-	0%
8550	MandCstReimburs	-	-	-	0%
8560	StateLotteryRev	-	-	-	0%
8590	AllOthStateRev	-	-	-	0%
8595	Prior Year Adjustments (Other State Rev)	-	-	-	0%
<b>SUBTOTAL - Other State Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>

**Local Revenue**

8600	Other Local Rev	-	-	-	0%
8660	Interest	-	-	-	0%
8698	OthRev-Suspense	-	-	-	0%
8701	CMO Fee - MSA-1	860,375	5,500,000	4,639,625	539%
8702	CMO Fee - MSA-2	794,858	-	(794,858)	-100%
8703	CMO Fee - MSA-3	860,526	-	(860,526)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MERF		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
8704	CMO Fee - MSA-4	37,647	-	(37,647)	-100%
8705	CMO Fee - MSA-5	475,295	-	(475,295)	-100%
8706	CMO Fee - MSA-6	37,648	-	(37,648)	-100%
8707	CMO Fee - MSA-7	430,263	-	(430,263)	-100%
8708	CMO Fee - MSA-8	860,525	-	(860,525)	-100%
8709	CMO Fee - MSA-SA	860,526	-	(860,526)	-100%
8712	CMO Fee - MSA-SD	173,800	-	(173,800)	-100%
8690	Prior Year Adj (Local1)	-	-	-	0%
8695	Prior Year Adj (Local2)	-	-	-	0%
8699	Other Revenue	-	373,400	373,400	0%
8999	Misc Revenue (Suspense)	-	-	-	0%
<b>SUBTOTAL - Local Revenue</b>		<b>5,391,463</b>	<b>5,873,400</b>	<b>481,937</b>	<b>9%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MERF		2020-21	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
		Estimated Actuals			
<b>Fundraising &amp; Grants</b>					
8802	Donations - Private	-	-	-	0%
8803	Fundraising	-	-	-	0%
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	-	<b>0%</b>
<b>TOTAL REVENUE</b>		<b>5,391,463</b>	<b>5,873,400</b>	<b>481,937</b>	<b>9%</b>
<b>EXPENSES</b>					
<b>Certificated Salaries</b>					
1100	TeacherSalaries	-	-	-	0%
1200	Cert Aid	-	-	-	0%
1300	Cert Adminis	794,204	-	(794,204)	-100%
<b>SUBTOTAL - Certificated Salaries</b>		<b>794,204</b>	<b>-</b>	<b>(794,204)</b>	<b>-100%</b>
<b>Classified Salaries</b>					
2100	Instructional Aides	-	91,008	91,008	0%
2200	Classified Support	-	-	-	0%
2300	Classified Admin	-	-	-	0%
2400	Clerical & Tech	1,225,360	2,458,276	1,232,916	101%
2900	OtherClassStaff	574,868	801,508	226,640	39%
<b>SUBTOTAL - Classified Salaries</b>		<b>1,800,228</b>	<b>3,350,791</b>	<b>1,550,564</b>	<b>86%</b>
<b>Employee Benefits</b>					
3101	STRS-Certified	362,858	-	(362,858)	-100%
3102	STRS-Classified	-	327,343	327,343	0%
3201	PERS-Cert	-	-	-	0%
3202	PERS-Classified	51,220	48,804	(2,416)	-5%
3301	OASDI/Med-Cert	162,235	-	(162,235)	-100%
3302	OASDI/Med-Class	37,942	120,339	82,397	217%
3401	HlthWelfareCert	300	-	(300)	-100%
3402	HlthWelfareCert	337,284	453,431	116,146	34%
3501	UI-Certificated	-	-	-	0%
3502	UI-Classified	-	1,065	1,065	0%
3601	WorkersCmp-Cert	40,092	-	(40,092)	-100%
3602	WorkersCmp-Class	-	55,000	55,000	0%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
<b>MERF</b>		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
3701	Other Retirement-Cert	112,651	-	(112,651)	-100%
3901	OthBenes-Cert	-	-	-	0%
3902	OthBenes-Class	-	46,188	46,188	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>1,104,582</b>	<b>1,052,170</b>	<b>(52,412)</b>	<b>-5%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MERF		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Books &amp; Supplies</b>					
4100	Text&CoreCurric	200	2,500	2,300	1150%
4200	BooksOthRefMats	-	-	-	0%
4300	Materials and Supplies	-	-	-	0%
4310	Ins Mats & Sups	-	-	-	0%
4315	OthrSupplies	-	-	-	0%
4320	Office Supplies	14,950	10,700	(4,250)	-28%
4325	ProfDevMat&Sups	-	-	-	0%
4326	Arts&MusicSupps	-	-	-	0%
4335	PE Supplies	-	-	-	0%
4340	Educat Software	63,990	2,750	(61,240)	-96%
4345	NonInstStdntSup	48,705	45,000	(3,705)	-8%
4346	TeacherSupplies	-	-	-	0%
4350	Cust. Supplies	-	-	-	0%
4351	Yearbook	-	-	-	0%
4390	Uniforms	-	-	-	0%
4400	NonCapEquip-Gen	-	8,500	8,500	0%
4410	ClssrmFrnEq<5k	-	-	-	0%
4430	OfficeFurnEq<5k	-	-	-	0%
4440	Computers <\$5k	2,500	3,000	500	20%
4461	Fixed Asset Susp (Imp)	-	-	-	0%
4464	Equipment (Pre-Cap)	-	-	-	0%
4710	Food	-	-	-	0%
4720	Food:Other Food	28,250	28,750	500	2%
4990	Prior Year Adj (Mat'ls)	3,000	-	(3,000)	-100%
4999	Misc Expenditure (Suspense)	-	-	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>161,595</b>	<b>101,200</b>	<b>(60,395)</b>	<b>-37%</b>

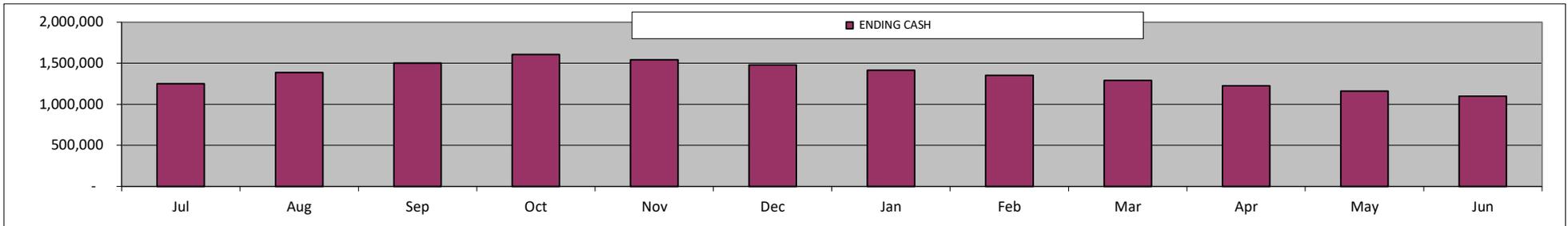
2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MERF		2020-21 Estimated Actuals	Proposed 2021- 22 July Budget	Variance From Prior Year	Variance as %
<b>Services &amp; Other Operating Expenses</b>					
5101	CMO Fees	-	-	-	0%
5205	Conference Fees	19,000	19,250	250	1%
5210	MilesParkTolls	42,124	39,500	(2,624)	-6%
5215	TravConferences	-	-	-	0%
5220	TraLodging	16,500	14,500	(2,000)	-12%
5300	DuesMemberships	43,957	46,750	2,793	6%
5450	Other Insurance	26,800	40,000	13,200	49%
5500	OpsHousekeeping	11,000	20,000	9,000	82%
5510	Gas & Electric	-	-	-	0%
5610	Rent & Leases	194,250	199,000	4,750	2%
5620	EquipmentLeases	7,300	8,000	700	10%
5630	Reps&MaintBldng	1,000	1,000	-	0%
5800	ProfessServices	171,500	152,000	(19,500)	-11%
5810	Legal	67,325	72,000	4,675	7%
5813	SchPrgAftSchool	-	-	-	0%
5814	SchPrgAcadComps	-	-	-	0%
5819	SchlProgs-Other	-	-	-	0%
5820	Audit & CPA	100,000	9,000	(91,000)	-91%
5825	DMSBusinessSvcs	544,200	550,000	5,800	1%
5835	Field Trips	-	-	-	0%
5836	FieldTrip Trans	-	-	-	0%
5840	MarkngStdtRecrt	9,000	8,000	(1,000)	-11%
5850	Oversight Fees	-	-	-	0%
5857	Payroll Fees	12,000	15,000	3,000	25%
5860	Service Fees	10,000	2,000	(8,000)	-80%
5861	Prior Year Services	-	-	-	0%
5863	Prof Developmnt	47,200	42,200	(5,000)	-11%
5864	Prof Dev-Other	13,500	12,500	(1,000)	-7%
5865	Professional Development LLM	-	-	-	0%
5869	SpEd Ctrct Inst	-	-	-	0%
5870	Livescan	200	-	(200)	-100%
5872	SPED Fees (incl Encroachment)	-	-	-	0%
5875	Staff Recruiting	4,000	3,000	(1,000)	-25%
5884	Substitutes	-	-	-	0%
5890	OthSvcsNon-Inst	7,500	-	(7,500)	-100%

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MERF		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
5900	Communications	4,750	6,250	1,500	32%
5910	Communications 2	-	-	-	0%
5920	TelecomInternet	10,300	15,000	4,700	46%
5930	PostageDelivery	5,500	500	(5,000)	-91%
5940	Technology	102,454	87,578	(14,876)	-15%
5990	Prior Year Adj (Services)	1,000	-	(1,000)	-100%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>1,472,360</b>	<b>1,363,028</b>	<b>(109,332)</b>	<b>-7%</b>

2021-22 July Budget (BOARD FINAL 6-21-2021)		Annual Budget			
MERF		2020-21	Proposed 2021- 22 July Budget	Variance From	
		Estimated Actuals		Prior Year	Variance as %
<b>Capital Outlay &amp; Depreciation</b>					
6400	EquipFixed	-	-	-	0%
6900	Depreciation	1,000	859	(141)	-14%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>1,000</b>	<b>859</b>	<b>(141)</b>	<b>-14%</b>
<b>Other Outflows</b>					
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	0%
7310	Indirect Costs	-	-	-	0%
7438	InterestExpense	-	-	-	0%
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0%</b>
<b>TOTAL EXPENSES</b>		<b>5,333,969</b>	<b>5,868,048</b>	<b>534,079</b>	<b>10%</b>

Monthly Update - Monthly Cash Flow (Projections) 2021-22

MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET													
<b>BEGINNING CASH</b>	<b>1,136,654</b>	<b>1,250,478</b>	<b>1,387,128</b>	<b>1,502,047</b>	<b>1,606,976</b>	<b>1,543,346</b>	<b>1,479,716</b>	<b>1,416,086</b>	<b>1,352,456</b>	<b>1,288,826</b>	<b>1,225,196</b>	<b>1,161,565</b>	<b>1,097,935</b>	
<b>Revenue</b>														
LCFF: State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF: EPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF: ILPT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	489,450	489,450	489,450	489,450	489,450	489,450	489,450	489,450	489,450	489,450	489,450	489,450	-	5,873,400
<b>Total Revenue</b>	<b>489,450</b>	<b>-</b>	<b>5,873,400</b>											
<b>Expenses</b>														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	81,493	185,536	150,757	190,008	322,706	322,706	322,706	322,706	322,706	322,706	322,706	322,706	161,353	3,350,791
Benefits	26,780	82,210	36,280	89,424	96,174	96,174	96,174	96,174	96,174	96,174	96,174	96,174	48,087	1,052,170
Books and Supplies	8,096	8,096	8,096	8,096	8,096	8,096	8,096	8,096	8,096	8,096	8,096	8,096	8,096	101,200
Services and Operations	165,145	25,594	128,032	45,627	117,486	117,486	117,486	117,486	117,486	117,486	117,486	117,486	58,743	1,363,028
Depreciation / Cap Outlay	72	72	72	72	72	72	72	72	72	72	72	72	-	859
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>281,586</b>	<b>301,507</b>	<b>323,236</b>	<b>333,227</b>	<b>544,533</b>	<b>272,231</b>	<b>5,868,048</b>							
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	21,309	10,655	10,655	10,655										53,273
Accounts Receivable - Current Year														-
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	72	72	72	72	72	72	72	72	72	72	72	72		859
Fixed Assets - Acquisitions														-
Due To (From)													-	-
Expenses - Prior Year Accruals	(106,802)	(53,401)	(53,401)	(53,401)										(267,006)
Accounts Payable - Current Year														-
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)	(8,619)		(103,428)
<b>Total Other Transactions</b>	<b>(94,040)</b>	<b>(51,294)</b>	<b>(51,294)</b>	<b>(51,294)</b>	<b>(8,547)</b>	<b>(316,301)</b>								
<b>Total Change in Cash</b>	<b>113,824</b>	<b>136,649</b>	<b>114,920</b>	<b>104,929</b>	<b>(63,630)</b>	<b>(310,950)</b>								
<b>ENDING CASH</b>	<b>1,250,478</b>	<b>1,387,128</b>	<b>1,502,047</b>	<b>1,606,976</b>	<b>1,543,346</b>	<b>1,479,716</b>	<b>1,416,086</b>	<b>1,352,456</b>	<b>1,288,826</b>	<b>1,225,196</b>	<b>1,161,565</b>	<b>1,097,935</b>		<<< = 68 days cash





# QUESTIONS & COMMENTS





Board Agenda Item #	IV E: Action Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	MPS Finance Committee
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	2021-22 Magnolia Public Schools Budget Including Master List of Contracts over \$50,000

### Proposed Board Recommendation

- Adopt the FY 2021-22 Budget as reviewed and recommended for approval by the MPS Finance Committee
- Approve all vendors and ongoing contracts over \$50,000 for FY 2021-22 as listed on the attached document.
- Approve the Home Office Management Fee Structure for FY 2021-22

### 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.
- The board approves all vendors and ongoing contracts included in the attached list annually. MPS Financial Policy PUR107 requires all contracts over \$50,000 to go thru RFP process and be approved by the Board if not included in the board approved Master Vendor List.
- Home office management base fees are calculated based on a fee structure approved by the board in FY 2015-16. Those fees are calculated based on the projected ADA per school site for budgeting purposes. The final amount is recalculated at the end of each fiscal year using P2 report.

Budget Implications

N/A

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

- Proposed budgets for 2021-22
  - School sites (Pg. 3)
  - All MPS (Pg. 4)
- 2021-22 Home Office Management Fees (Pg. 10)
- 2021-22 Master list of vendors in excess of \$50,000 (Pg. 11)

PRELIMINARY BUDGET												
FY2021-22												
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	Total
<b>Enrollment</b>	730	485	416	115	270	80	292	430	550	422	N/A	<b>3,790</b>
<b>Enrollment Capacity</b>	925	485	449	360	460	300	300	495	895	480	N/A	<b>5,149</b>
<b>Unduplicated Count %s</b>	88.36%	84.54%	71.63%	82.61%	90.74%	90.00%	78.77%	81.40%	85.45%	41.47%	N/A	<b>79.50%</b>
<b>Revenue</b>												
LCFF Entitlement	8,431,651	5,573,189	4,547,029	1,429,447	3,179,410	852,263	3,089,032	4,536,254	6,194,583	3,660,985	0	<b>41,493,843</b>
Federal Revenue	775,664	353,555	1,249,755	623,740	556,872	650,517	390,244	741,224	1,394,270	356,464	0	<b>7,092,305</b>
Other State Revenue	2,019,614	733,771	829,312	192,182	625,896	200,022	834,096	852,289	1,293,137	706,901	0	<b>8,287,220</b>
Local Revenue	191,895	0	0	0	0	0	0	0	0	0	5,873,400	<b>6,065,295</b>
Fundraising & Grants	20,000	30,000	20,000	7,500	20,000	20,000	20,000	20,000	20,000	55,000	0	<b>232,500</b>
<b>Total Revenue</b>	<b>11,438,823</b>	<b>6,690,516</b>	<b>6,646,096</b>	<b>2,252,869</b>	<b>4,382,178</b>	<b>1,722,802</b>	<b>4,333,373</b>	<b>6,149,767</b>	<b>8,901,990</b>	<b>4,779,350</b>	<b>5,873,400</b>	<b>63,171,162</b>
<b>Expense</b>												
Certificated Salaries	3,791,077	2,582,424	2,543,129	1,072,868	1,650,463	658,008	1,464,203	2,332,166	3,076,600	1,797,453	0	<b>20,968,390</b>
Classified Salaries	901,894	628,150	731,364	185,668	381,995	155,050	582,079	706,789	930,237	487,611	3,350,791	<b>9,041,628</b>
Employee Benefits	1,473,870	981,209	1,189,856	474,166	697,399	290,708	635,644	986,746	1,433,895	790,648	1,052,170	<b>10,006,311</b>
Books & Supplies	404,443	335,732	286,858	116,760	187,504	70,190	114,300	344,786	342,945	201,392	101,200	<b>2,506,110</b>
Services & Other Operating Exp	3,551,605	1,761,248	1,809,234	384,962	1,215,131	469,192	1,383,631	1,643,923	1,732,728	1,445,921	1,363,028	<b>16,760,604</b>
Capital Outlay & Depreciation	164,646	114,318	53,976	13,833	48,945	30,737	61,550	117,038	647,277	52,708	859	<b>1,305,887</b>
Other Outflows	0	0	0	0	0	0	0	0	558,517	0	0	<b>558,517</b>
<b>Total Expense</b>	<b>10,287,535</b>	<b>6,403,081</b>	<b>6,614,417</b>	<b>2,248,257</b>	<b>4,181,438</b>	<b>1,673,885</b>	<b>4,241,406</b>	<b>6,131,448</b>	<b>8,722,199</b>	<b>4,775,734</b>	<b>5,868,048</b>	<b>61,147,448</b>
<b>Net Income</b>	<b>1,151,289</b>	<b>287,435</b>	<b>31,679</b>	<b>4,612</b>	<b>200,740</b>	<b>48,916</b>	<b>91,966</b>	<b>18,319</b>	<b>179,791</b>	<b>3,616</b>	<b>5,352</b>	<b>2,023,714</b>

CONSOLIDATED REPORT					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	<b>3,957</b>	<b>3,891</b>	<b>3,862</b>	<b>3,867</b>	<b>3,790</b>
<b>Revenue</b>					
LCFF Entitlement	39,134,305	40,431,155	34,465,484	42,120,796	41,493,843
Federal Revenue	2,640,558	2,847,972	6,122,924	7,550,729	7,092,305
Other State Revenue	7,421,950	6,801,757	6,741,450	5,508,347	8,287,220
Local Revenue	6,513,118	5,767,731	2,936,353	5,452,534	6,065,295
Fundraising & Grants	262,104	337,340	75,170	278,938	232,500
<b>Total Revenue</b>	<b>55,972,035</b>	<b>56,185,955</b>	<b>50,341,380</b>	<b>60,911,344</b>	<b>63,171,162</b>
<b>Expense</b>					
Certificated Salaries	17,100,124	18,198,928	16,937,980	19,771,774	20,968,390
Classified Salaries	6,217,434	6,866,241	5,719,438	6,579,524	9,041,628
Employee Benefits	10,170,962	9,928,981	7,599,929	9,232,798	10,006,311
Books & Supplies	2,667,672	1,562,308	2,220,776	4,225,760	2,506,110
Services & Other Operating Expenses	18,162,284	16,241,319	11,961,914	16,915,652	16,760,604
Capital Outlay & Depreciation	898,037	844,653	638,728	1,142,183	1,305,887
Other Outflows	631,529	582,787	638,329	634,363	558,517
<b>Total Expense</b>	<b>55,848,041</b>	<b>54,225,218</b>	<b>45,717,093</b>	<b>58,502,055</b>	<b>61,147,448</b>
<b>Net Income</b>	<b>123,994</b>	<b>1,960,737</b>	<b>4,624,287</b>	<b>2,409,289</b>	<b>2,023,714</b>

MAGNOLIA SCIENCE ACADEMY - 1					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	<b>590</b>	<b>650</b>	<b>710</b>	<b>715</b>	<b>730</b>
<b>Revenue</b>					
LCFF Entitlement	6,399,704	7,240,547	6,307,723	7,966,760	8,431,651
Federal Revenue	640,014	765,437	1,090,806	1,356,304	775,664
Other State Revenue	1,863,463	1,608,027	1,430,138	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
<b>Total Revenue</b>	<b>9,250,785</b>	<b>9,694,968</b>	<b>8,831,340</b>	<b>10,876,813</b>	<b>11,438,823</b>
<b>Expense</b>					
Certificated Salaries	2,795,120	2,994,057	2,941,809	3,412,699	3,791,077
Classified Salaries	668,816	731,776	656,013	776,325	901,894
Employee Benefits	1,510,977	1,883,187	1,144,816	1,396,742	1,473,870
Books & Supplies	715,810	182,524	319,582	722,042	404,443
Services & Other Operating Expenses	3,421,525	3,395,262	2,287,022	3,408,506	3,551,605
Capital Outlay & Depreciation	71,472	68,205	122,897	146,000	164,646
Other Outflows	16,750	0	19,290	22,000	0
<b>Total Expense</b>	<b>9,200,471</b>	<b>9,255,010</b>	<b>7,491,428</b>	<b>9,884,314</b>	<b>10,287,535</b>
<b>Net Income</b>	<b>50,313</b>	<b>439,957</b>	<b>1,339,911</b>	<b>992,500</b>	<b>1,151,289</b>

MAGNOLIA SCIENCE ACADEMY - 2					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	437	435	464	464	485
<b>Revenue</b>					
LCFF Entitlement	4,605,903	4,795,130	3,937,436	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	598,323	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
<b>Total Revenue</b>	<b>5,714,309</b>	<b>5,948,927</b>	<b>5,326,769</b>	<b>6,207,986</b>	<b>6,690,516</b>
<b>Expense</b>					
Certificated Salaries	2,032,953	2,209,254	2,044,948	2,344,603	2,582,424
Classified Salaries	510,300	488,614	475,825	564,262	628,150
Employee Benefits	1,111,880	1,083,435	811,583	954,214	981,209
Books & Supplies	294,827	135,583	235,889	560,608	335,732
Services & Other Operating Expenses	1,795,542	1,412,558	818,192	1,485,017	1,761,248
Capital Outlay & Depreciation	69,484	59,061	74,353	84,259	114,318
<b>Total Expense</b>	<b>5,814,987</b>	<b>5,388,505</b>	<b>4,460,790</b>	<b>5,992,964</b>	<b>6,403,081</b>
<b>Net Income</b>	<b>-100,678</b>	<b>560,422</b>	<b>865,979</b>	<b>215,023</b>	<b>287,435</b>

MAGNOLIA SCIENCE ACADEMY - 3					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	510	497	417	417	416
<b>Revenue</b>					
LCFF Entitlement	5,190,998	5,140,719	4,146,153	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	754,057	601,147	829,312
Local Revenue	77,182	9,509	345	963	0
Fundraising & Grants	0	36,424	2,415	28,551	20,000
<b>Total Revenue</b>	<b>6,436,552</b>	<b>6,258,473</b>	<b>5,545,968</b>	<b>6,481,932</b>	<b>6,646,096</b>
<b>Expense</b>					
Certificated Salaries	1,930,692	2,105,900	1,864,216	2,248,278	2,543,129
Classified Salaries	692,283	794,867	577,834	661,744	731,364
Employee Benefits	1,139,390	1,127,648	848,071	1,017,736	1,189,856
Books & Supplies	193,984	252,259	183,319	356,826	286,858
Services & Other Operating Expenses	2,433,107	2,217,653	1,467,331	1,957,327	1,809,234
Capital Outlay & Depreciation	63,804	6,440	25,340	36,616	53,976
Other Outflows	0	0	0	409	0
<b>Total Expense</b>	<b>6,453,260</b>	<b>6,504,767</b>	<b>4,966,111</b>	<b>6,278,936</b>	<b>6,614,417</b>
<b>Net Income</b>	<b>-16,709</b>	<b>-246,293</b>	<b>579,858</b>	<b>202,996</b>	<b>31,679</b>

MAGNOLIA SCIENCE ACADEMY - 4					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	176	131	100	100	115
<b>Revenue</b>					
LCFF Entitlement	1,797,472	1,419,604	1,164,877	1,431,301	1,429,447
Federal Revenue	104,267	103,688	260,785	308,218	623,740
Other State Revenue	263,369	235,912	182,833	121,905	192,182
Local Revenue	87,140	75,553	0	0	0
Fundraising & Grants	0	6,586	1,745	9,823	7,500
<b>Total Revenue</b>	<b>2,252,248</b>	<b>1,841,342</b>	<b>1,610,240</b>	<b>1,871,247</b>	<b>2,252,869</b>
<b>Expense</b>					
Certificated Salaries	863,769	891,262	734,898	795,904	1,072,868
Classified Salaries	138,385	155,660	121,066	150,696	185,668
Employee Benefits	410,642	463,049	308,494	317,769	474,166
Books & Supplies	79,469	38,431	121,869	169,540	116,760
Services & Other Operating Expenses	892,114	690,542	317,556	420,829	384,962
Capital Outlay & Depreciation	15,656	16,838	8,887	18,835	13,833
<b>Total Expense</b>	<b>2,400,034</b>	<b>2,255,781</b>	<b>1,612,771</b>	<b>1,873,573</b>	<b>2,248,257</b>
<b>Net Income</b>	<b>-147,786</b>	<b>-414,439</b>	<b>-2,531</b>	<b>-2,326</b>	<b>4,612</b>

MAGNOLIA SCIENCE ACADEMY - 5					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	248	281	290	290	270
<b>Revenue</b>					
LCFF Entitlement	2,519,073	3,043,774	2,609,968	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	410,418	311,130	625,896
Local Revenue	20,974	64,740	21,183	0	0
Fundraising & Grants	0	6,243	0	1,867	20,000
<b>Total Revenue</b>	<b>2,908,393</b>	<b>3,693,727</b>	<b>3,506,450</b>	<b>4,399,035</b>	<b>4,382,178</b>
<b>Expense</b>					
Certificated Salaries	1,157,073	1,264,367	1,246,958	1,411,342	1,650,463
Classified Salaries	236,315	284,476	292,582	337,616	381,995
Employee Benefits	622,201	647,230	533,533	629,899	697,399
Books & Supplies	237,446	184,041	142,067	314,485	187,504
Services & Other Operating Expenses	751,104	963,501	794,124	1,033,019	1,215,131
Capital Outlay & Depreciation	17,579	24,734	27,296	43,496	48,945
<b>Total Expense</b>	<b>3,021,718</b>	<b>3,368,350</b>	<b>3,036,559</b>	<b>3,769,858</b>	<b>4,181,438</b>
<b>Net Income</b>	<b>-113,324</b>	<b>325,377</b>	<b>469,892</b>	<b>629,177</b>	<b>200,740</b>

MAGNOLIA SCIENCE ACADEMY - 6					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	156	134	163	163	80
<b>Revenue</b>					
LCFF Entitlement	1,496,543	1,338,849	1,288,199	1,594,751	852,263
Federal Revenue	94,928	107,108	278,803	291,072	650,517
Other State Revenue	321,359	274,440	238,442	228,935	200,022
Local Revenue	9,041	47,739	0	0	0
Fundraising & Grants	0	3,314	0	15,642	20,000
<b>Total Revenue</b>	<b>1,921,871</b>	<b>1,771,450</b>	<b>1,805,443</b>	<b>2,130,400</b>	<b>1,722,802</b>
<b>Expense</b>					
Certificated Salaries	711,841	698,765	654,115	786,686	658,008
Classified Salaries	110,311	150,107	109,251	180,408	155,050
Employee Benefits	378,689	347,271	254,793	327,915	290,708
Books & Supplies	76,505	77,316	65,393	160,866	70,190
Services & Other Operating Expenses	416,236	457,395	481,176	586,666	469,192
Capital Outlay & Depreciation	17,896	3,343	8,908	21,394	30,737
<b>Total Expense</b>	<b>1,711,479</b>	<b>1,734,196</b>	<b>1,573,636</b>	<b>2,063,934</b>	<b>1,673,885</b>
<b>Net Income</b>	<b>210,392</b>	<b>37,254</b>	<b>231,807</b>	<b>66,466</b>	<b>48,916</b>

MAGNOLIA SCIENCE ACADEMY - 7					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	291	292	294	294	292
<b>Revenue</b>					
LCFF Entitlement	2,764,875	2,953,281	2,457,315	2,988,643	3,089,032
Federal Revenue	308,717	171,912	455,324	500,284	390,244
Other State Revenue	796,108	639,729	661,348	621,589	834,096
Local Revenue	62,151	106,712	27,783	0	0
Fundraising & Grants	0	13,001	763	15,756	20,000
<b>Total Revenue</b>	<b>3,931,852</b>	<b>3,884,636</b>	<b>3,602,533</b>	<b>4,126,273</b>	<b>4,333,373</b>
<b>Expense</b>					
Certificated Salaries	1,105,457	1,177,789	1,127,487	1,325,046	1,464,203
Classified Salaries	346,488	417,435	346,468	425,053	582,079
Employee Benefits	697,922	599,600	502,486	574,461	635,644
Books & Supplies	187,042	92,530	166,926	281,488	114,300
Services & Other Operating Expenses	1,550,498	1,257,113	1,328,854	1,454,869	1,383,631
Capital Outlay & Depreciation	0	3,917	24,857	54,711	61,550
<b>Total Expense</b>	<b>3,887,407</b>	<b>3,548,384</b>	<b>3,497,077</b>	<b>4,115,629</b>	<b>4,241,406</b>
<b>Net Income</b>	<b>44,445</b>	<b>336,252</b>	<b>105,456</b>	<b>10,644</b>	<b>91,966</b>

MAGNOLIA SCIENCE ACADEMY - 8					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	471	482	440	440	430
<b>Revenue</b>					
LCFF Entitlement	4,646,128	4,878,259	4,005,478	4,787,196	4,536,254
Federal Revenue	325,143	345,797	786,062	926,408	741,224
Other State Revenue	750,585	790,684	770,701	580,004	852,289
Local Revenue	40,730	1,999	9,841	0	0
Fundraising & Grants	0	2,958	0	5,500	20,000
<b>Total Revenue</b>	<b>5,762,586</b>	<b>6,019,697</b>	<b>5,572,082</b>	<b>6,299,108</b>	<b>6,149,767</b>
<b>Expense</b>					
Certificated Salaries	1,708,224	1,903,168	1,819,928	2,101,233	2,332,166
Classified Salaries	519,107	616,273	496,639	667,617	706,789
Employee Benefits	1,025,546	958,226	734,658	894,938	986,746
Books & Supplies	316,770	241,274	330,546	706,347	344,786
Services & Other Operating Expenses	1,953,928	1,685,009	1,210,969	1,908,279	1,643,923
Capital Outlay & Depreciation	65,910	63,360	14,566	103,872	117,038
Other Outflows	21,259	0	0	8,289	0
<b>Total Expense</b>	<b>5,610,744</b>	<b>5,467,309</b>	<b>4,607,305</b>	<b>6,390,575</b>	<b>6,131,448</b>
<b>Net Income</b>	<b>151,842</b>	<b>552,388</b>	<b>964,776</b>	<b>-91,467</b>	<b>18,319</b>

MAGNOLIA SCIENCE ACADEMY - SANTA ANA					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	674	546	543	543	550
<b>Revenue</b>					
LCFF Entitlement	6,767,105	6,056,968	5,250,647	6,247,026	6,194,583
Federal Revenue	399,677	571,325	1,110,200	1,443,937	1,394,270
Other State Revenue	981,461	758,856	1,057,053	680,525	1,293,137
Local Revenue	31,249	44,585	2,809	5,003	0
Fundraising & Grants	58,604	63,087	4,741	28,103	20,000
<b>Total Revenue</b>	<b>8,238,097</b>	<b>7,494,821</b>	<b>7,425,449</b>	<b>8,404,594</b>	<b>8,901,990</b>
<b>Expense</b>					
Certificated Salaries	2,739,405	2,689,332	2,351,530	2,855,185	3,076,600
Classified Salaries	791,138	794,350	513,914	691,323	930,237
Employee Benefits	1,336,101	1,306,479	1,126,941	1,315,152	1,433,895
Books & Supplies	247,647	179,850	462,236	627,175	342,945
Services & Other Operating Expenses	1,943,217	1,268,784	744,633	1,679,042	1,732,728
Capital Outlay & Depreciation	560,847	583,197	305,264	587,000	647,277
Other Outflows	593,520	582,787	614,866	600,165	558,517
<b>Total Expense</b>	<b>8,211,877</b>	<b>7,404,779</b>	<b>6,119,384</b>	<b>8,355,042</b>	<b>8,722,199</b>
<b>Net Income</b>	<b>26,220</b>	<b>90,043</b>	<b>1,306,064</b>	<b>49,552</b>	<b>179,791</b>

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Enrollment</b>	404	443	441	441	422
<b>Revenue</b>					
LCFF Entitlement	2,946,503	3,564,024	3,297,688	3,767,152	3,660,985
Federal Revenue	98,364	117,611	269,413	378,531	356,464
Other State Revenue	544,317	576,754	638,138	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
<b>Total Revenue</b>	<b>3,691,248</b>	<b>4,387,360</b>	<b>4,236,119</b>	<b>4,722,493</b>	<b>4,779,350</b>
<b>Expense</b>					
Certificated Salaries	1,534,698	1,609,258	1,510,206	1,696,593	1,797,453
Classified Salaries	366,000	402,126	231,921	324,254	487,611
Employee Benefits	864,383	820,691	612,537	699,390	790,648
Books & Supplies	144,382	103,569	104,681	164,787	201,392
Services & Other Operating Expenses	1,576,994	1,488,281	1,360,780	1,509,738	1,445,921
Capital Outlay & Depreciation	15,216	14,699	25,931	45,000	52,708
Other Outflows	0	0	2,657	3,500	0
<b>Total Expense</b>	<b>4,501,673</b>	<b>4,438,625</b>	<b>3,848,713</b>	<b>4,443,262</b>	<b>4,775,734</b>
<b>Net Income</b>	<b>-810,425</b>	<b>-51,264</b>	<b>387,407</b>	<b>279,230</b>	<b>3,616</b>

MERF					
	Actuals			20-21 SIB	21-22 Budget
Accounts	FY2019	FY2020	FY2021	FY2021	FY2022
<b>Revenue</b>					
Other State Revenue	0	57,314	0	0	0
Local Revenue	5,864,094	5,111,769	2,868,229	5,391,463	5,873,400
Fundraising & Grants	0	21,471	10,758	0	0
<b>Total Revenue</b>	<b>5,864,094</b>	<b>5,190,555</b>	<b>2,878,987</b>	<b>5,391,463</b>	<b>5,873,400</b>
<b>Expense</b>					
Certificated Salaries	520,891	655,777	641,886	794,204	0
Classified Salaries	1,838,289	2,030,557	1,897,925	1,800,228	3,350,791
Employee Benefits	1,073,230	692,166	722,016	1,104,582	1,052,170
Books & Supplies	173,790	74,931	88,267	161,595	101,200
Services & Other Operating Expenses	1,428,019	1,405,222	1,151,278	1,472,360	1,363,028
Capital Outlay & Depreciation	172	859	430	1,000	859
Other Outflows	0	0	1,516	0	0
<b>Total Expense</b>	<b>5,034,391</b>	<b>4,859,513</b>	<b>4,503,319</b>	<b>5,333,969</b>	<b>5,868,048</b>
<b>Net Income</b>	<b>829,704</b>	<b>331,042</b>	<b>-1,624,332</b>	<b>57,495</b>	<b>5,352</b>

**Magnolia Educational Research Foundation**  
**Home Office Expense Allocation and Contingency Reserve for Economic Uncertainties**

School Names	2020-21 Fee	2021-22 Base CMO Fee	Director of Federal & State Programs	Covid 19 Test Coordination Services	Title III Coordinator	Total CMO	MSA-1 Facility Project Management	Total CMO w/ Services for Capital Project
Magnolia Science Academy	881,368.0	987,723	\$22,068.39	20,740	\$88,400.00	\$1,118,931	75,000.00	\$1,193,931
Magnolia Science Academy 2	794,858.0	877,976	17,924.24	13,848		\$909,747		\$909,747
Magnolia Science Academy 3	881,368.0	795,666	15,088.28	11,829		\$822,583		\$822,583
Magnolia Science Academy 4	37,648.0	37,648	5,092.38	3,257		\$45,997		\$45,997
Magnolia Science Academy 5	458,277.0	476,911	9,647.78	7,617		\$494,176		\$494,176
Magnolia Science Academy 6	37,648.0	37,648	5,512.15	2,260		\$45,420		\$45,420
Magnolia Science Academy 7	440,648.0	438,988	8,395.78	8,210		\$455,593		\$455,593
Magnolia Science Academy Bell	881,368.0	795,666	17,705.87	12,240		\$825,612		\$825,612
PTS- Santa Ana	798,740.0	877,976	23,643.31			\$901,619		\$901,619
MSA- San Diego	173,800.0	173,800	4,921.88			\$178,722		\$178,722
<b>Total</b>	<b>5,385,723</b>	<b>5,500,000</b>	<b>130,000</b>	<b>80,000</b>	<b>88,400</b>	<b>5,798,401</b>	<b>75,000</b>	<b>5,873,401</b>

Average Daily Attendance (in students)	ADA	Factor
100 students or less	1	0.03
101 to 150 students	101	0.07
151 to 200 students	151	0.12
201 to 250 students	201	0.30
251 to 260 students	251	0.60
261 to 280 students	261	0.80
281 to 300 students	281	1.00
301 to 350 students	301	1.15
351 to 400 students	351	1.30
401 to 450 students	401	1.45
451 to 700 students	451	1.60
701 students and more	701	1.80

Distribution Calculation						
School Names	2020-21 ADA	2021-22 Projected ADA	Increase (Decrease)	Tier Factor	Percentage of Redistribution based on ADA	Home Office Expense Allocation
Magnolia Science Academy 1	681.0	703	22	1.80	21%	987,722.69
Magnolia Science Academy 2	419.0	469	50	1.60	18%	877,975.72
Magnolia Science Academy 3	468.0	401	(67)	1.45	17%	795,665.50
Magnolia Science Academy 4	122.0	110	(12)	-	0%	-
Magnolia Science Academy 5	296.0	258	(38)	-	0%	-
Magnolia Science Academy 6	151.0	77	(74)	-	0%	-
Magnolia Science Academy 7	277.0	278	1	0.80	9%	438,987.86
Magnolia Science Academy Bell	461.0	415	(46)	1.45	17%	795,665.50
MSA- San Diego	443.0	404	(39)	-	0%	-
PTS- Santa Ana	557.0	528	(29)	1.60	18%	877,975.72
<b>TOTAL</b>	<b>3,875</b>	<b>3,644</b>	<b>(231)</b>	<b>8.70</b>	<b>100%</b>	<b>4,773,993.00</b>

Exceptions to the CMO Calculator		
Total 2021-22 CMO Fee to allocate	<b>Total HO Budget</b>	5,500,000
Add Reserve:		-
Subtract: Fees based with different CMO fee structure (15%)	MSA-5	476,911.00
Subtract: MSA 4 Fees fixed	MSA-4	37,648.00
Subtract: MSA 6 Fees fixed	MSA-6	37,648.00
Subtract: MSA SD Fees based with different CMO fee structure (11%)	MSA-SD	173,800.00
<b>Home Office Expense Allocation Base</b>	Office-Expense	<b>4,773,993.00</b>

## Magnolia Public Schools Master List of Contracts

Vendor Name	FY21-22 Budgeted expense
21st Century Staffing LLC	\$50,000.00
AG Construction	\$100,000.00
American Transportation	\$50,000.00
CharterSafe	\$50,000.00
ChildCare Careers LLC dba The Education Team	\$50,000.00
Christian Brothers Mechanical	100,000.00
Decluse Burkett & Thompson APC	\$50,000.00
Delta Management Services	\$550,000.00
DirectEd (Cross County) Educational Services	\$500,000.00
EdLogical Group Corp.	\$50,000.00
Eide Bailey	\$100,000.00
Eluma Services	\$268,000.00
First Lutheran Church of Northridge	\$274,284.00
Four Winds	\$50,000.00
Good Sports Plus LTD ARC	\$200,000.00
Infinite Campus	\$53,456.00
IXL	\$81,369.00
Jackson & Lewis PC	\$50,000.00
JFk Transportation	\$50,000.00
Kaiser	\$2,775,110.00
Kajima Development Corporation	\$156,000.00
LA Café	\$166,733.00
LACOE CalSts/CalPers	1,500,000.00
Law Offices of Young, Minney & Corr. LLP	\$200,000.00
Los Angeles Unified School District	\$108,831.00
Metlife	\$177,227.00
Musick, Peeler & Garrett LLP	\$50,000.00
Mutual of Omaha	\$60,000.00
<a href="#">MyOn is now Renaissance Learning</a>	\$118,559.02
Procopio	\$50,000.00
Rabuild Commercial Services LLC	\$50,000.00
Riders Express T&C	\$50,000.00
School Ability	\$55,000.00
Scout Education	\$300,000.00
SDUSD Lease	\$240,000.00
Think together	\$186,000.00
T-mobile	\$250,000.00
YMCA	\$88,452.00

# Cover Sheet

## Approval of 2021-22 EPA Spending Plans for all MPS

<b>Section:</b>	IV. Action Items
<b>Item:</b>	F. Approval of 2021-22 EPA Spending Plans for all MPS
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2021-22 EPA Spending Plans.pdf



Board Agenda Item #	IV F: Action Item
Date:	June 24, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Serdar Orazov, Chief Financial Officer
RE:	Approval of 2021-22 EPA Spending Plans for all MPS

### **Proposed Board Recommendation**

I move that the MPS Board approve the 2021-22 EPA Spending Plans for MSA 1-8, MSA- Santa Ana and MSA- San Diego.

### **Background**

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-2014 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds from the EPA are spent but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds can not be used for the salaries of benefits of administrators or any other administrative costs. (Refer to the attached list of functions for which EPA funds may be used.)
- - Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

**Budget Implications**

Projected EPA funding is included in the 2021-22 proposed budget expenditures in accordance with the EPA guidelines provided by the state.

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

All MPS sites budgets are in compliance with EPA guidelines.

**Name of Staff Originator:**

Serdar Orazov, Chief Financial Officer

**Attachments**

EPA Board Resolution FY 2021-22 (Pg. 3)

EPA Summary of Spending Plans – All MPS School Sites (Pg. 6)

**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT  
Magnolia Public Schools**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies

received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Magnolia Public Schools**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Magnolia Public Schools** has determined to spend the monies received from the Education Protection Act as attached.

DATED:

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Board Secretary

## Magnolia Public Schools

### 2018-2019 Education Protection Account (EPA) Spending Plan

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-2014 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

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- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (Refer to the attached list of functions for which EPA funds may be used.)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

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(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

### MAGNOLIA SCIENCE ACADEMY - 1

Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account

Description Object Codes	2019-20 (Audited)	2020-21 (Actuals)	2021-22 (Projected)
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	582,055	1,421,208	1,517,194.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900- 8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>582,055</b>	<b>1,421,208</b>	<b>1,517,194.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	582,055	1,421,208	1,517,194.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100- 5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>582,055</b>	<b>1,421,208</b>	<b>1,517,194.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

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## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

### MAGNOLIA SCIENCE ACADEMY - 2

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

Description Object Codes	2019-20 (Audited)	2020-21 (Actuals)	2021-22 (Projected)
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	383,010.00	855,943.00	990,136.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>383,010.00</b>	<b>855,943.00</b>	<b>990,136.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	383,010.00	855,943.00	990,136.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>383,010.00</b>	<b>855,943.00</b>	<b>990,136.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

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**EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY****MAGNOLIA SCIENCE ACADEMY - 3**

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

<b>Description Object Codes</b>	<b>2019-20 (Audited)</b>	<b>2020-21 (Actuals)</b>	<b>2021-22 (Projected)</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	426,288.00	948,956.00	836,550.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>426,288.00</b>	<b>948,956.00</b>	<b>836,550.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	426,288.00	948,956.00	836,550.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>426,288.00</b>	<b>948,956.00</b>	<b>836,550.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

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**EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY****MAGNOLIA SCIENCE ACADEMY - 4**

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

<b>Description Object Codes</b>	<b>2019-20 (Audited)</b>	<b>2020-21 (Actuals)</b>	<b>2021-22 (Projected)</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	115,516.00	256,902	240,806.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>115,516.00</b>	<b>256,902</b>	<b>240,806.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	115,516.00	256,902	240,806.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>115,516.00</b>	<b>256,902</b>	<b>240,806.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

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## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

### MAGNOLIA SCIENCE ACADEMY - 5

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

Description Object Codes	2019-20 (Audited)	2020-21 (Actuals)	2021-22 (Projected)
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	241,016	603,585.00	539,740.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>241,016</b>	<b>603,585.00</b>	<b>539,740.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	241,016	603,585.00	539,740.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>241,016</b>	<b>603,585.00</b>	<b>539,740.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

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## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

### MAGNOLIA SCIENCE ACADEMY - 6

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

Description Object Codes	2019-20 (Audited)	2020-21 (Actuals)	2021-22 (Projected)
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	52,474	290,445.00	15,322.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>52,474</b>	<b>290,445.00</b>	<b>15,322.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	52,474	290,445.00	15,322.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>52,474</b>	<b>290,445.00</b>	<b>15,322.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

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Below is the actual law relating to this requirement:

**Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:**

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

**EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY****MAGNOLIA SCIENCE ACADEMY - 7**

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

<b>Description Object Codes</b>	<b>2019-20 (Audited)</b>	<b>2020-21 (Actuals)</b>	<b>2021-22 (Projected)</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	231,490.00	517,337.00	537,421.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>231,490.00</b>	<b>517,337.00</b>	<b>537,421.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	231,490.00	517,337.00	537,421.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>231,490.00</b>	<b>517,337.00</b>	<b>537,421.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

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## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

### MAGNOLIA SCIENCE ACADEMY - 8

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

Description Object Codes	2019-20 (Audited)	2020-21 (Actuals)	2021-22 (Projected)
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	399,324	892,599.00	829,403.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>399,324</b>	<b>892,599.00</b>	<b>829,403.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	399,324	892,599.00	829,403.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>399,324</b>	<b>892,599.00</b>	<b>829,403.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

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## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

### MAGNOLIA SCIENCE ACADEMY - SA

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

Description Object Codes	2019-20 (Audited)	2020-21 (Actuals)	2021-22 (Projected)
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	105,302.00	111,404.00	105,184.00
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>105,302.00</b>	<b>111,404.00</b>	<b>105,184.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	105,302.00	111,404.00	105,184.00
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>105,302.00</b>	<b>111,404.00</b>	<b>105,184.00</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

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## EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

### MAGNOLIA SCIENCE ACADEMY - SD

**Expenditures for Years Ending June 30, 2020, 2021 & 2022  
For Fund 62, Resource 1400 Education Protection Account**

Description Object Codes	2019-20 (Audited)	2020-21 (Actuals)	2021-22 (Projected)
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>			
Adjusted Beginning Fund Balance 9791-9795	0	0	0
Education Protection Account Revenue 8010-8099	120,148	88,602.00	81,024
Federal Revenue 8100-8299	0	0	0
Other State Revenue 8300-8599	0	0	0
Other Local Revenue 8600-8799	0	0	0
All Other Financing Sources 8900-8999	0	0	0
Deferred Revenue 9650	0	0	0
<b>TOTAL AVAILABLE</b>	<b>120,148</b>	<b>88,602.00</b>	<b>81,024</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>			
Certificated Salaries 1000-1999	120,148	88,602.00	81,024
Classified Salaries 2000-2999	0	0	0
Employee Benefits 3000-3999	0	0	0
Books and Supplies 4000-4999	0	0	0
Subagreements for Services 5100-5199	0	0	0
Other Services & Operating Expenditures 5200-5999	0	0	0
Capital Outlay 6000-6999	0	0	0
Other Outgo 7000-7999	0	0	0
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>	<b>120,148</b>	<b>88,602.00</b>	<b>81,024</b>
<b>BALANCE (Total Available minus Total Expenditures)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

# Cover Sheet

## Election of Board Members to Magnolia Properties Management, Inc.

<b>Section:</b>	IV. Action Items
<b>Item:</b>	G. Election of Board Members to Magnolia Properties Management, Inc.
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	MPM Inc. - Election.pdf



Board Agenda Item: IV G: Action Item

Date: June 24, 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: Removal of Magnolia Properties Management Inc. Board Member Haim Beliak and Appointment of his Replacement

---

## I. Proposed Motion/Recommendation(s)

Staff moves and recommends that the MPS Board approve and adopt the resolutions attached as Exhibit A.

## II. Background

Rabbi Haim Beliak resigned from the MPS Board effective as of June 8, 2021. Rabbi Beliak is a member of the Board of Directors of Magnolia Properties Management, Inc. Magnolia Properties Management, Inc., a California nonprofit public benefit corporation ("MPM"), was formed and is operated exclusively to support MPS. The MPS Board desires to remove Rabbi Beliak from the MPM Board of Directors and replace him with the person named in the resolutions attached as Exhibit A.

## III. Budget

The proposed action has no budget impact.



## Exhibit A

### June 24, 2021 Resolutions

**RESOLUTIONS OF THE BOARD OF DIRECTORS OF MAGNOLIA EDUCATIONAL & RESEARCH  
FOUNDATION DBA MAGNOLIA PUBLIC SCHOOLS**

**June 24, 2021**

**WHEREAS:** Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") is a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986.

**WHEREAS:** Magnolia Properties Management, Inc., a California nonprofit public benefit corporation ("**MPM**"), was formed and is operated exclusively to support MPS.

**WHEREAS:** Section 2 of Article III of MPM's Bylaws provides as follows:

*The authorized number of Directors shall be not less than 3 nor more than 7, until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (the "Sponsor").*

**WHEREAS:** Section 3 of Article III of MPM's Bylaws provides as follows:

*The Sponsor, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by the Sponsor shall serve for such term of office as is designated by the Sponsor.*

**WHEREAS:** Section 2 of Article III of MPM's Bylaws further provides as follows:

*No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person.*

**WHEREAS:** Government Code § 1091.5(a)(8) provides as follows:

*(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:*

June 24, 2021

Page 2 of 5

*(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.*

*For purposes of this paragraph, an officer is “noncompensated” even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.*

**WHEREAS:** Director Haim Beliak’s resigned from the MPS Board of Directors as of June [ ], 2021, and in conjunction therewith the MPS Board desires to remove Director Beliak from the MPM Board of Directors effective as of [ ] and replace him with [ ].

**WHEREAS:** [ ] is a Board Member of MPS but is not a “interested person” as defined in MPM’s Bylaws.

**NOW, THEREFORE BE IT RESOLVED:** that the Board hereby approves, confirms, and ratifies the removal of Director Haim Beliak from the MPM Board of Directors and the designation of [ ] as a director of MPM to replace him and to serve until removed or replaced as provided in the Bylaws of MPM.

**RESOLVED, FURTHER:** that the appropriate officers of MPS are hereby authorized and directed to take such additional actions, to execute and deliver such additional instruments, and to make such further determinations as may be necessary or appropriate to carry into effect the foregoing resolutions.

**RESOLVED, FURTHER:** that MPS ratifies and confirms the acts of its officers, agents or employees taken on behalf of MPS and that all actions heretofore taken by the CEO & Superintendent, CFO, or any other officer of MPS, in connection with or otherwise in contemplation of the foregoing actions, and they hereby are, ratified, confirmed and approved as the acts and deeds of MPS.

**RESOLVED, FURTHER:** the Secretary or Assistant Secretary of MPS, acting singly or together, be and hereby is and are authorized and directed to execute, acknowledge and deliver a certified copy of these resolutions to any person or agency which may require copies of these resolutions and that the certification of the Secretary or Assistant Secretary as to the signatures of the officers, agents or employees will be binding on MPS.

\* \* \*

**CERTIFICATE OF SECRETARY**

I, \_\_\_\_\_, do hereby certify that I am the duly appointed and acting Secretary of Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Magnolia**"), a California nonprofit public benefit corporation and an organization described in Section 501(c) (3) of the Internal Revenue Code of 1986, and do hereby further certify that attached hereto is a full, true and correct copy of certain resolutions of the Board of Directors, duly and regularly passed on June 24, 2021, by the majority vote of the Board of Directors then in office at a meeting duly held on such date in compliance with the bylaws of Magnolia and California law.

I further certify that said resolutions are still in force and effect and have not been amended or revoked.

**IN WITNESS WHEREOF**, I have hereunto set my hand as Secretary of Magnolia this 24th day of June 2021.

---

\_\_\_\_\_, MPS Board Secretary

## Cover Sheet

### Home Office Compensation, Salary Bands & Job Titles Revision for Home Office Staff

**Section:** IV. Action Items  
**Item:** H. Home Office Compensation, Salary Bands & Job Titles  
Revision for Home Office Staff  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Home Office Salary Bands 2021-22.pdf



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

Board Agenda Item #	IV H: Action Item
Date:	June 24, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	Home Office Compensation, Salary Bands, & Job Titles Revision for Home Office Staff

### Proposed Board Motion

- I move for the MPS Board of Directors to approve the revised salary band and for the Home Office Positions to be effective as of July 1, 2021.

### Background

- The salary band is the range of pay that has been established to be paid to employees performing a particular job function. Salary ranges generally have a minimum pay rate, a maximum pay rate, and a series of mid-range opportunities for pay increases.
- Pay rates and salary ranges are also set up by employers and recognize the level of education, knowledge, skill, and experience needed to perform each job. The salary range demonstrates the interrelationships of the jobs utilized by an employer.

### Analysis

- 1- This proposed salary band does not propose any calculation method for salary increases or a method to identify how much to offer to new hires at the home office. This band rather defines the minimum and maximum ranges for each position.
- 2- This proposed revised salary band continues to use the Broadbanding methodology, which defines a wide range with a minimum, maximum and an average. (Appendix 1)
- 3- The previous salary band approved by the MPS Board on May of 2019 introduced a generalized grouping of job titles with respect to the seniority of the positions along with certain salary or hourly rate ranges. This revised home office salary band will keep the same methodology.
- 4- The proposed salary band will continue to focus on 6 main position types as in Chart 1. There are 6 position types (band groups) proposed in this salary band (Chart 1) and 5 tier ranges for each band (Chart 2).
- 5- Please note that the 2019 Board approved band had dollar limits, and this revised band keeps the limits but introduces bands for each column. Please see the last tier (tier 5) within Chart-2. This column reflects an increase to the highest amounts of the previously approved band.

<b>CHART 1</b>		
<b>Position type (2021-22)</b>	<b>Band group</b>	<b>Job Title Samples</b>
CEO	A	CEO, Superintendent
C-Level, Executive Positions	B	COO, CFO, CAO, CXO etc. (All Chief titles & General Counsel)
Director, Controller, Senior Level Positions	C	Director of HR, Director of State and Federal Programs, Controller, Senior Analyst
Administrators, Managers, Coordinators, Assistant Directors	D	Special Programs, Facility Project Manager, College & Career Readiness Program and Teacher on Specific Assignments [TOSA], Coaches
Clerks, Assistants	E	Accountants, Account Payable/Receivable, Assistants (exempt)
Hourly (Non-exempt)	F	Assistants

<b>CHART 2</b>		<b>Tier number (# of employees)</b>				
<b>% Change/band:13%</b>		<b>MIN</b>		<b>AVERAGE</b>		<b>MAX</b>
<b>Positions Type(2021-22)</b>	<b>Band group &amp; #of Employees</b>	<b>1 (6)</b>	<b>2 (12)</b>	<b>3 (5)</b>	<b>4 (0)</b>	<b>5 (0)</b>
CEO	<b>A (1)</b>	<b>MPS BOARD OF DIRECTORS' DISCRETION</b>				
C-Level, Executive Positions	<b>B (5)</b>	\$135,000-\$152,550	\$152,550-\$170,100	\$170,100-\$187,650	\$187,650-\$205,200	\$205,200-\$231,876
Director/Controller Senior Level Positions	<b>C (8)</b>	\$95,000-\$107,350	\$107,350-\$119,700	\$119,700-\$132,050	\$132,050-\$144,400	\$144,400-\$163,172
Administrators, Managers, Coordinators, Assistant Directors	<b>D (5)</b>	\$75,000-\$84,750	\$84,750-\$95,768	\$95,768-\$108,218	\$108,218-\$122,286	\$122,286-\$138,183
Clerks/ Assistants	<b>E (2)</b>	\$62,400-\$70,512	\$70,512-\$79,679	\$79,679-\$90,038	\$90,038-\$101,743	\$101,743-\$114,970
Hourly/Office (Appendix 2)	<b>F (3)</b>	Minimum Wage-\$25.00	\$25.00-\$30.00	\$30.00-\$35.00	\$35.00-\$40.00	\$40.00-\$45.00

- The MPS Home office currently employs 24 employees in the FY 2020-21 as shown in the Chart-2.
- Each band group has 5 tier ranges. The tier 1 for each band group is the minimum salary tier for that position group. The upper limit dollar amount of each tier is calculated by multiplying the lower tier by 1.13. The next tier's lower dollar limit is calculated multiplying the previous tier's upper limit by 1.13. Each of the following tier minimum and maximum limit dollar amounts are calculated by the same method. Please see the below Chart 2.
- The lower limit for band group E is the minimum wage as of January 1, 2022, which is \$62,400 for salaried employees
- Regarding hourly/Office tiers: Appendix 2 shows the minimum wage to be set to \$15 per hour by 2022. Please

note that all home office non-exempt employees are already paid equal to or more than the minimum hourly rate. The HR department closely monitors all minimum wage related announcements and makes necessary adjustments. This proposed band changes the tier dollar range calculations for hourly employees. The tier 1 starts with minimum wage of the FY up to \$25/hour and each tier starting with tier 2 increases with fixed \$5.00 per hour increments.

#### Budget Implications

- The proposed band does not propose a certain way to increase individual salaries of home office employees. No budget impact should come with this revision.

#### Exhibits (attachments):

- 1- **Appendix 1:** Advantages of Broadbanding: <https://www.payscale.com/compensation-today/2011/04/advantages-of-broadbanding>
- 2- **Appendix 2:** Link from CA Department of Industrial Relations. California set the minimum to increase gradually to \$15/hour by 2023 for companies of MPS's size. [https://www.dir.ca.gov/dlse/faq\\_minimumwage.htm](https://www.dir.ca.gov/dlse/faq_minimumwage.htm)
- 3- **Appendix 3:** The 2019 MPS Board approved Home Office Salary Band

#### **Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>09/10/15</b>	Initial Release	Terri Boatman, HR Director
1	<b>05/07/19</b>	Revised the 2015 band by introducing bands and tiers with no job title limitations. Revised min and max salary bands.	Suat Acar,COO
2	<b>06/24/2021</b>	Converted dollar limits to ranges for each tier. Added director of state and federal programs to Band Group C & facility project manager to Band Group D. This proposed band changes the tier dollar range calculations for hourly employees. The tier 1 starts with minimum wage of the FY and increases with fixed \$5.00 per hour increments.	Suat Acar,COO



[← BACK TO COMPENSATION TODAY](#)

## ADVANTAGES AND DISADVANTAGES OF BROADBANDING

Topics: [Comp Strategy](#), [Modernizing Comp](#), [Pay Equity](#)

The Advantages and Disadvantages of Broadbanding Broadbanding is the term applied to having extremely wide salary bands, much more encompassing than with traditional salary structures. Whereas a typical

salary band has a 40 percent difference in pay between its minimum and maximum, broadbanding would typically have a 100 percent difference. Most of the time, creating enormously large bands is done as a measure to support a restructuring. It combines and consolidates the number of levels or job grades. This article will discuss the advantages of broadbanding in an overall compensation strategy, as well as the disadvantages.

**APRIL 28, 2011**

## **WHAT IS BROADBANDING IN COMPENSATION?**

Broadbanding is the term applied to having extremely wide salary bands, much more encompassing than with traditional salary structures. Whereas a typical salary band has a 40 percent difference in pay between its minimum and maximum, broadbanding would typically have a 100 percent difference. Most of the time, creating enormously large bands is done as a measure to support a restructuring. It combines and consolidates the number of levels or job grades. This article will discuss the advantages of broadbanding in an overall compensation strategy, as well as the disadvantages.

## **THE ADVANTAGES OF BROADBANDING**

### **STREAMLINES HIERARCHY**

Sometimes an organization has become too hierarchical for the strategic direction of the company; finding it has become too slow to react, taking too much time to get information from the top down and even less

**How well do your employees understand your compensation plan and philosophy?** Simplify how you explain it to them.

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effective at getting messages from the lower rungs up to the ears of senior management. Broadbanding reduces the number of levels or layers within a company. This is the best face-saving way for an organization to collapse salary ranges and supporting de-layering. This flattens an organizational structure and reduces the hierarchy.

## **FACILITATES INTERNAL MOVEMENT**

Whether we like it or not, some great person-to-job matches just do not happen because of the way a job has been classified or positioned with an assigned salary band. If that new position is not a lateral or at a higher rung, most rational people will not seriously consider a transfer that results in a demotion. That is just not a positive step for their career development. With broadbanding, more internal movement is facilitated, because the probability increases that one's current job and alternate position are within the same enormous range of pay. This makes pay take a back seat and puts forward other attributes of a position, encouraging internal mobility and potentially more developmental assignments.

## **PUTS ADDED TRUST IN MANAGMENT**

With broadbanding, managers have great latitude to pay what they want to an employee. This absolutely can reduce the push-pull between the hiring manager and the human resources organization. Now the issue of pay shifts to the control of the hiring manager and the challenge of "Does one have enough money in the current budget?" or not. The perception of HR as a regulating gate keeper to preserve the salary structure diminishes. Managers are entrusted with greater autonomy.

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### **THE DISADVANTAGES OF BROADBANDING**

#### **NO AWARENESS OF EXTERNAL MARKET RATES**

Traditional salary structures, when done right, give current information to your management team about what market rates are. With broadbanding, if a manager wants to pay at the market midpoint, they are left baffled and guessing. There is no midpoint in a broad band. That also means the compa-ratio tool can not be used.

#### **MAY LEAD TO INEQUITIES**

Broadbanding's flexibility and trust in management may or may not be warranted. In a broadbanding system, it is relatively easy to have two

people with the same responsibilities have earnings that are thousands and thousands of dollars apart. Broadbanding weakens the linkage between salary growth and skill development for the next higher-level, since it is so far off as to not be a motivator. Do you want supervisors and their direct reports in the same pay band? That can easily happen with broadbanding.

It only takes a few reckless managers rewarding a few individuals inappropriately to have an entire pay system called into question. Whether your pay system is fair or not fair is not quite as important as if it is perceived as fair. If your pay system is perceived as not fair, you could see an increase in EEOC complaints. Did you know the Department of Labor added 700 additional auditors after the passage of the Lilly Ledbetter Equal Pay Act in 2009? People don't call and ask for an audit when they believe their conditions are fair.

## **LACK OF COST CONTROLS**

It certainly may call into question why have salary bands at all if they are so wide. You need to evaluate if your other cost control training and measures are strong enough to hand over this much authority and autonomy to your managers. Moving to broadbanding may require thinking through other incentives that had previously been tied to salary grades, such as bonuses or stock.

## **PROMOTIONS**

In my opinion the absolute worst thing about broadbanding is the severe reduction in opportunities for promotions. Fewer salary bands lead to fewer opportunities to climb to the next band; meaning fewer promotions to celebrate with family and friends. Think seriously before you minimize

this great motivational tool. If you are committed to moving to broadbanding, yet this is of concern to you, keep an eye on your turnover rates and conduct exit interviews to monitor the pulse of why your talent is moving to your competitors.

## CONCLUSION

It is your call whether broadbanding is a tool for use in your organization or not. Broadbanding is a very effective tool to reduce salary grades or job classifications, but it definitely has its drawbacks.

Regards,

Beverly Dance, MBA, SPHR-CA, CCP, CEBS  
[dance@mba.berkeley.edu](mailto:dance@mba.berkeley.edu)

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## Minimum Wage

Although there are some exceptions, almost all employees in California must be paid the minimum wage as required by state law. Effective January 1, 2017, the minimum wage for all industries will be increased yearly. From January 1, 2017, to January 1, 2022, the minimum wage will increase for employers employing 26 or more employees. This increase will be delayed one year for employers employing 25 or fewer employees, from January 1, 2018, to January 1, 2023. The scheduled increases may be temporarily suspended by the Governor, based on certain determinations. (Please see the chart below for the complete schedule of rate increases).

For more information and guidance on how to count employees for the purpose of determining whether an employer qualifies as an employer with 25 employees or less please see [New Minimum Wage Phase- in Requirements 2017-2023, SB 3 Frequently Asked Questions page](#).

There are some employees who are exempt from the minimum wage law, such as outside salespersons, individuals who are the parent, spouse, or child of the employer, and apprentices regularly indentured under the State Division of Apprenticeship Standards.

### [Minimum Wage Order \(MW-2019\)](#)

There is an exception for [learners](#), regardless of age, who may be paid not less than 85 percent of the minimum wage rounded to the nearest nickel during their first 160 hours of employment in occupations in which they have no previous similar or related experience.

There are also exceptions for employees who are mentally or physically disabled, or both, and for nonprofit organizations such as sheltered workshops or rehabilitation facilities that employ disabled workers. Such individuals and organizations may be issued a special license by the Division of Labor Standards Enforcement authorizing employment at a wage less than the legal minimum wage. Labor Code Sections [1191](#) and [1191.5](#)

### **Schedule for California Minimum Wage rate 2017-2023.**

Date	Minimum Wage for Employers with 25 Employees or Less	Minimum Wage for Employers with 26 Employees or More
January 1, 2017	\$10.00/hour	\$10.50/hour
January 1, 2018	\$10.50/hour	\$11.00/hour
January 1, 2019	\$11.00/hour	\$12.00/hour
January 1, 2020	\$12.00/hour	\$13.00/hour
January 1, 2021	\$13.00/hour	\$14.00/hour
January 1, 2022	\$14.00/hour	\$15.00/hour
January 1, 2023	\$15.00/hour	

## Frequently Asked Questions

### 1. What is the minimum wage?

Effective January 1, 2021, the minimum wage increases to \$14 per hour for employers with 26 or more employees and \$13 per hour for employees with 25 or fewer employees. The minimum wage shall be adjusted on a yearly basis through 2023 according to the pre-set schedule shown above.

Effective January 1, 2021, the minimum monthly salary for [shepherders](#) increases to \$2,488.97 per month for employers with 26 or more employees and \$2,311.24 per month for employers with 25 or fewer employees. The minimum monthly salary for shepherders is specially set under IWC Wage Order 14-2001. Wages paid to shepherders may not be offset by meals or lodging provided by the employer. Instead, there are provisions in [IWC Order 14-2007, Sections 10\(F\), \(G\) and \(H\)](#) that apply to shepherders with respect to monthly meal and lodging benefits required to be provided by the employer.

### 2. What is the difference between the local, state and federal minimum wage?

Most employers in California are subject to both the federal and state minimum wage laws. Also, local entities (cities and counties) are allowed to enact minimum wage rates and [several cities](#) \* have recently adopted ordinances which establish a higher minimum wage rate for employees working within their local jurisdiction. The effect of this multiple coverage by different government sources is that when there are conflicting requirements in the laws, **the employer must follow the stricter standard; that is, the one that is the most beneficial to the employee.** Thus, since California's current law requires a higher minimum wage rate than does the federal law, all employers in California who are subject to both laws must pay the state minimum wage rate unless their employees are exempt under California law. Similarly, if a local entity (city or county) has adopted a higher minimum wage, employees must be paid the local wage where it is higher than the state or federal minimum wage rates.

### 3. May an employee agree to work for less than the minimum wage?

No. The minimum wage is an obligation of the employer and cannot be waived by any agreement, including collective bargaining agreements. Any remedial legislation written for the protection of employees may not be violated by agreement between the employer and employee. [Civil Code Sections 1668 and 3513](#)

### 4. Is the minimum wage the same for both adult and minor employees?

Yes. There is no distinction made between adults and minors when it comes to payment of the minimum wage.

**5. I work in a restaurant as a waitperson. Can my employer use my tips as a credit toward its obligation to pay me the minimum wage?**

No. An employer may not use an employee's tips as a credit toward its obligation to pay the minimum wage.

**6. What can I do if my employer doesn't pay me at least the minimum wage?**

You can either [file a wage claim](#) with the Division of Labor Standards Enforcement (the Labor Commissioner's Office), or file a lawsuit in court against your employer to recover the lost wages. Additionally, if you no longer work for this employer, you can make a claim for the waiting time penalty pursuant to [Labor Code Section 203](#).

**7. What is the procedure that is followed after I file a wage claim?**

After your claim is completed and filed with a local office of the Division of Labor Standards Enforcement (DLSE), it will be assigned to a Deputy Labor Commissioner who will determine, based upon the circumstances of the claim and information presented, how best to proceed. Initial action taken regarding the claim can be referral to a conference or hearing, or dismissal of the claim.

If the decision is to hold a conference, the parties will be notified by mail of the date, time and place of the conference. The purpose of the conference is to determine the validity of the claim, and to see if the claim can be resolved without a hearing. If the claim is not resolved at the conference, the next step usually is to refer the matter to a hearing or dismiss it for lack of evidence.

At the hearing the parties and witnesses testify under oath, and the proceeding is recorded. After the hearing, an Order, Decision, or Award (ODA) of the Labor Commissioner will be served on the parties.

Either party may appeal the ODA to a civil court of competent jurisdiction. The court will set the matter for trial, with each party having the opportunity to present evidence and witnesses. The evidence and testimony presented at the Labor Commissioner's hearing will not be the basis for the court's decision. In the case of an appeal by the employer, DLSE may represent an employee who is financially unable to afford counsel in the court proceeding.

See the [Policies and Procedures of Wage Claim Processing](#) pamphlet for more detail on the wage claim procedure.

**8. What can I do if I prevail at the hearing and the employer doesn't pay or appeal the Order, Decision, or Award?**

When the Order, Decision, or Award (ODA) is in the employee's favor and there is no appeal, and the employer does not pay the ODA, the Division of Labor Standards Enforcement (DLSE) will have the court enter the ODA as a judgment against the employer. This judgment has the same force and effect as any other money judgment entered by the court. Consequently, you may either try to collect the judgment yourself or you can assign it to DLSE.

**9. What can I do if my employer retaliates against me because I questioned him about not being paid the minimum wage?**

If your employer discriminates or retaliates against you in any manner whatsoever, for example, he discharges you because you asked him why you weren't being paid the minimum wage, or because you file a claim or threaten to file a claim with the Labor Commissioner, you can [file a discrimination/retaliation complaint](#) with the Labor Commissioner's Office. Alternatively, you can file a lawsuit in court against your employer.

\* The UC Berkeley Labor Center keeps a detailed national list of local minimum wage ordinances. The Department of Industrial Relations does not monitor or verify this list but includes it here as a reference for the public: [UC Berkeley Labor Center Inventory of US City and County Minimum Wage Ordinances](#)

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# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

Board Agenda Item #	
Date:	05.31.2019
To:	Board of Directors, Finance Committee
From:	Alfredo Rubalcava, CEO
Staff Lead:	Suat Acar, COO
RE:	Home Office Compensation, Salary Bands & Job Titles Revision

### Proposed Board Motion

I move that the board approve the revised salary band for Home Office Positions.

### Background

Salary range (or salary bands) is the range of pay that has been established to pay the employees performing a particular job or function. Salary range generally has a minimum pay rate, a maximum pay rate, and a series of mid-range opportunities for pay increases. Pay rates and salary ranges are also set up by employers and recognize the level of education, knowledge, skill, and experience needed to perform each job. The salary range demonstrates the interrelationships of the jobs utilized by an employer. The salary range arranges pay increases without promotion at each level.

The salary bands approved by the MPS Board 09.10.2015 was determined by market pay rates, established through market pay studies, for people doing similar work in similar industries in Los Angeles, CA (Please see appendix 5 for 2015 MPS Board approved Band). During the past 4 years this band has been used as basis for defining the ranges we could offer to specific positions, however this band is now mostly outdated. Here are the outdated portions of the current band:

- 1- The current 2019 home office org chart does not have certain C- Level positions and departments (such as development department) which were planned as part of growth plans back then.
- 2- Also home office departments now need now positions based on the emerging needs of school sites and the CMO (such as Math Coach and Assistant Director of Student Services positions which were approved within the past 2-3 years).
- 3- Also we now have an Accountability department which was built based on needs and was not existing in the previous band.
- 4- Some positions are now too close to their max levels. Therefore, the band will not be covering possible increases to the salaries of these employees.

### Analysis (If applicable)

- 1- This proposed salary band does not intend to change the method used in the previous band (See appendix 5). Therefore, we used the same broadband method (please see appendix 1 for advantages and disadvantages of “broadbanding”) methodology, which defines a wide range with a minimum,

maximum and an average.

- 2- The minimum (MIN in the chart 2) salaries are defined with respect to the federal minimum wage descriptions (\$7.25 effective as of July 24, 2009, Appendix 3) as well as the market rates (which were also used to define the existing salaries of current employees with the previous board approved salary band) & current 2018-19 salaries of the home office employees along with school leader salaries. (Please refer to the Appendix 2 for the board report prepared by the home office for 06.28.2016 board meeting to go over Charter Schools Benchmark Metrics)
- 3- This proposed salary band focuses on 6 main position types as in chart 1. This is the major change we propose to make in the salary bands: The proposed band will not limit the bands to the job titles but to the position types. The Home Office will be more flexible to adapt new job titles depending on emerging needs and be able to make an offer without conflicting with the salary band. Please see sample job titles in chart 1.
- 4- There are 6 position types (band groups) proposed in this salary band (chart 1), 5 range limits and 4 salary bands for each position type (chart 2 and chart 3).

<b>CHART 1</b>		
<b>Position types (Band Groups) (2019+)</b>	<b>Band group</b>	<b>Job title samples (Home Office can change/add titles as needed)</b>
CEO	A	CEO, Superintendent
C-Level, Executive Positions	B	COO, CFO, CAO (All Chief titles & Legal Counsel)
Director/Controller Level Positions, Senior Level Positions	C	Director, Controller, Data Manager (Assessment, Academics etc.), Senior Assistant Directors, Senior Financial Analyst
Administrators, Analysts, managers, coordinators, Assistant Directors	D	HR Administrator, HR Specialist, HR Manager, Finance Managers, Coordinator (HR, EL, Math etc.), Assistant Director (Student services, HR etc.), Coaches (Math, Science etc.), Financial Analyst
Clerks/ Assistants	E	Accounting Clerks, Accountant, Account Payable/Receivable, Compliance/payroll Manager, Administrative Assistant (HR-Academic-Accountability-Executive), Communications Outreach Clerks (Parental Engagement Staff, Event Coordinator, Renewal Manager)
Hourly/Office (Appendix 4)	F	Office Assistants, Assistants to departments

Each band group has 5 range limits (chart 2) and 4 bands (chart 3). The minimum limit for the range band number 1 (chart 1) is the minimum salary for that position group. The minimum limit for the next band is 13% more than minimum limit and each of the following band group minimum limits are calculated by the additional 13% increase rate on top of the previous band number. In summary the MAX limit is 52% more than the MIN limit. This helps home office to use this band for a longer time period. Please see this below analysis prepared to show what the salaries would look like in the next 9 years, starting with MIN salaries, with an estimated 5% increase every fiscal year. As seen the MAX limit is reached in 9 years for all bands.

	1	2	3	4	5	6	7	8	9
	1.05	1.05	1.05	1.05	1.05	1.05	1.05	1.05	1.05
135,000	141,750	148,838	156,279	164,093	172,298	180,913	189,959	199,456	209,429
90,000	94,500	99,225	104,186	109,396	114,865	120,609	126,639	132,971	139,620
65,000	68,250	71,663	75,246	79,008	82,958	87,106	91,462	96,035	100,836
50,000	52,500	55,125	57,881	60,775	63,814	67,005	70,355	73,873	77,566

CHART 2	25 Employees	Salary Band Range Limits				
		MIN LIMIT		AVERAGE		MAX LIMIT
% Change/band: 13%	Band group & # of Employees	1	2	3	4	5
Positions Type (2019-20)						
CEO	A (1)	MPS BOARD OF DIRECTORS' DISCRETION				
C-Level, Executive Positions	B (5)	\$135,000.00	\$152,550.00	\$170,100.00	\$187,650.00	\$205,200.00
Director/Controller Level Positions, Senior Level Positions	C (7)	\$90,000.00	\$101,700.00	\$113,400.00	\$125,100.00	\$136,800.00
Administrators, Analysts, managers, coordinators, Assistant Directors	D (6)	\$65,000.00	\$73,450.00	\$81,900.00	\$90,350.00	\$98,800.00
Clerks/ Assistants	E (6)	\$50,000.00	\$56,500	\$63,000.00	\$69,500.00	\$76,000.00
Hourly/Office	F (0)	\$18.00	\$20.34	\$22.68	\$25.02	\$27.36

The bands in chart 3 below are structured with respect to the 5 limit dollar amounts explained in chart 2. The home office has 24 employees plus the CEO. The Chart 3 below provides the distribution of salaries (except the CEO) across the bands (numbers in parenthesis). As seen below 13 of the 24 home office employees currently are in the Band 1 groups, 5 are in Band 2 groups, 6 are in Band 3 groups and there is no Band 4 employee with respect to the 2018-19 employment agreements' annual gross dollar amounts.

CHART 3	24	BAND GROUPS & CURRENT DISTRIBUTION OF SALARIES			
	Employees	1 (13)	2 (5)	3 (6)	4 (0)
Positions Type (2019-20)	Band group & # of Employees				
C-Level, Executive Positions	<b>B (5)</b>	\$135,000- \$152,550 (3)	\$152,550- \$170,100 (1)	\$170,100- \$187,650 (1)	\$187,650- \$205,200 (0)
Director/Controller Level Positions, Senior Level Positions	<b>C (7)</b>	\$90,000- \$101,700 (5)	\$101,700- \$113,400 (1)	\$113,400- \$125,100 (1)	\$125,100- \$136,800 (0)
Administrators, Analysts, managers, coordinators, Assistant Directors	<b>D (6)</b>	\$65,000- \$73,450 (2)	\$73,450- \$81,900 (2)	\$81,900- \$90,350 (2)	\$90,350- \$98,800 (0)
Clerks/ Assistants	<b>E (6)</b>	\$50,000- \$56,500 (3)	\$56,500- \$63,000 (1)	\$63,000- \$69,500 (2)	\$69,500- \$76,000 (0)
Hourly/Office	<b>F (0)</b>	\$18.00- \$20.34	\$20.34- \$22.68	\$22.68- \$25.02	\$25.02- \$27.36

This proposed salary band does not propose any rubric to calculate the salary increases, or a way for promotions. The salary calculations, salary increases and promotions will be processed by a team consisting related supervisor(s), HR and the CEO.

### Budget Implications

The proposed band does not propose a certain way to increase individual salaries of home office employees or decide at which band/range to start a newly hired employee. Therefore, there is no budget impact caused by this band.

### Exhibits (attachments):

**Appendix 1:** Advantages of Broadbanding:

<https://www.payscale.com/compensation-today/2011/04/advantages-of-broadbanding>

**Appendix 2:** Board report for Charter School Benchmark Metrics dated June 28, 2016

**Appendix 3:** Federal Minimum Wage from U.S. Department of Labor website

<https://www.dol.gov/whd/flsa/>

**Appendix 4:** Link from CA Department of Industrial Relations. California set the minimum to increase gradually to \$15/hour by 2023 for companies of MPS's size. Currently this proposed band's minimum hourly rate is \$18/hour.

[https://www.dir.ca.gov/dlse/faq\\_minimumwage.htm](https://www.dir.ca.gov/dlse/faq_minimumwage.htm)

**Appendix 5:** First MPS Home Office Salary Band approved in 2015

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>09/10/15</b>	Initial Release	Terri Boatman, HR Director
1	<b>05/31/19</b>	Revised the 2015 band by introducing bands with no job title limitations. Revised min and max salary bands.	Suat Acar, COO



MPS GENERIC EMPLOYEE EVALUATION SUMMARY PAGE

**Employee Information:**

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Present School Assignment: \_\_\_\_\_ Years at School: \_\_\_\_\_

Ratings of Employee Performance on the MPS Core Value Areas		
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard		
Area	Rating: (1-4)	
EXCELLENCE	1. Effectiveness	
	2. Efficiency	
	3. Ethics & Professionalism	
	4. Professional Growth	
INNOVATION	5. Information Literacy & Technology Skills	
	6. Critical Thinking & Problem Solving	
	7. Initiative & Creativity	
CONNECTION	8. Communication	
	9. Collaboration & Collegiality	
	10. Community & External Context	
<b>(A) Total:</b>		

Student, Parent, and Staff Voices		
(Score: 1-5 each)		
Voices	Score: (1-5)	
Student Voices		
Parent Voices		
Staff Voices		
<b>(B) Total:</b>		

Student Performance		
Student performance score as explained in the evaluation protocol <b>(Out of 20 points)</b>		
<b>(C) Total:</b>		

<b>Employee's Overall Performance (Out of 100%)</b>
$(65/40) \times A + B + C =$ _____

Employee's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	85% - 100%
<input type="checkbox"/>	Effective (E)	65% - 84%
<input type="checkbox"/>	Developing (D)	50% - 64%
<input type="checkbox"/>	Ineffective (I)	Less than 50%

Employee's Signature: \_\_\_\_\_ Evaluator's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** Employee's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the employee has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Generic Employee Evaluation Protocol.

# Cover Sheet

## Approval of 2021-22 Uniform RFP Winning Bid Selection

<b>Section:</b>	IV. Action Items
<b>Item:</b>	I. Approval of 2021-22 Uniform RFP Winning Bid Selection
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Uniform RFP Winning Bid Selection 2021-22.pdf



Board Agenda Item #	IV I: Action Item
Date:	June 24, 2021
To:	Magnolia Public Schools Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	2021-22 Uniform RFP Winning Bid Selection

### Proposed Motion

I move that the board approve DM Graphics as the vendor to win the 2021-22 Uniform RFP in order to provide the free sets of uniforms for all MPS Students within the 2021-22 School Year.

### Introduction

MPS Home Office Accountability Team included the "free uniform set" language in our 2020-21 Student/Parent Handbook and the Board approved the Handbook on 7/23/20 with the required language. Later the team went back to the Board again to remove the "free uniform set" language due to the pandemic/Distance Learning/Budget Concerns/Uncertainty and asked the Board to approve the revised Handbook on 8/6/20. When the revised Handbook was approved, we included in the cover page the following statement:

*"It is our intent that we introduce the new system of making one uniform set of required MPS logo uniform pieces available to each student free of charge in the 2021-22 school year."*

The team explained it to the Board on 8/6/2020 verbally as well. [Appendix 4]

MPS Operations then took over the RFP Process and started collaborating with Students Services, Finance AP department and school leaders to prepare the below chart showing the needs of each site.

### Background

In order to find the best products, services and the most feasible prices, the home office operations department posted an RFP on March 31, 2021 on MPS Website under bidding opportunities 2020-21 whose deadline to respond was April 29, 2021. [Link Below in the Appendix]

We received the responses of two companies by the deadline. These companies are:

- 1- French Toast (FT)
- 2- DM Graphics (DM)

The operations department formed an Evaluation Committee to go over the responses. The Evaluation Committee had 3 school principals, 1 dean, 1 finance department representative and the Chief Operations Officer. The Evaluation Committee met several times and had email chains to discuss responses to additional questions we had for vendors to clarify. Evaluation Committee had several Zoom meetings as well as phone calls with vendors on top of the email communications before reaching a final decision.

We went over each RFP Response to check for the following:

- 1- If a response is given to each request on the RFP
- 2- Proper pricing and product information is provided or not
- 3- Supply management will be properly conducted or not
- 4- Company professional standing and references

### Analysis

#### Quality of Products Professional Standings:

The quality of the proposed uniforms of both companies were acceptable. DM Graphics is a local approved vendor of MPS and schools have used their products and services for several years. FT, on the other side, is a nationwide vendor whose products are available through online purchase as well as on Amazon. FT also serves several LA Charter School Networks.

DM sent physical samples along with the RFP response and the evaluation committee had the chance to see the samples, whereas FT has not made the samples available at the day of the evaluation committee meeting. Instead, the Evaluation Committee relied on the several thousands of positive customer reviews on Amazon.com for the uniform products they sell online.

#### Prices:

The prices DM Graphics proposed are almost half the prices of FT. This has been one of the significant differences between DM vs FT responses. Please see price charts attached to this board document. [Appendix 2 and 3]

#### Supply:

The DM already has the entire supply ready in its warehouse for all sets of uniforms. DM stated that since they have served MPS Schools for many years; therefore they are always well stocked for all MPS uniforms, including an acceptable MPS logo on the uniform sets. On the other hand FT stated in its supplemental letter that they may have product shortages and therefore they suggested a staggered supply timeline for several items starting on October 2021, instead of the back-to school nights. Because of the same reason, they could not provide prices for some of the items in the RFP. [Appendix 3]

### Budget Implications

- Amounts/ Funding Source

The below chart 1 has all the sites, their enrollment counts for this year to serve as an estimate for 2021-22 and all types of uniforms and the requested possible colors and designs each site plans to distribute for free to the students.

Free student uniforms can be funded by LCFF supplemental/concentration funds since it contributes to low-income students. It is already included in the LCAP templates of schools as part of the action language/expense description for Goal 4: Action 3.

Below Chart 3 shows the breakdown for each school as well as the total cost for MPS.

<b>2021-22 UNIFORM COST ANALYSIS BASED ON THE PRICES OF DM GRAPHICS</b>												
<b>CHART 1</b>		<b>The numbers in this chart show how many sets to be given for free to each student</b>										
		<b>MSA 1</b>	<b>MSA 2</b>	<b>MSA 3</b>	<b>MSA 4</b>	<b>MSA 5</b>	<b>MSA 6</b>	<b>MSA 7</b>	<b>MSA 8</b>	<b>MSA SA 6-12</b>	<b>MSA SA Elem</b>	<b>MSA San Diego</b>
Enrollment/Price		<b>740</b>	<b>485</b>	<b>416</b>	<b>115</b>	<b>270</b>	<b>80</b>	<b>292</b>	<b>430</b>	<b>295</b>	<b>255</b>	<b>422</b>
# of MPS Polo Shirts to provide	<b>\$6.90</b>	1	1	1	1	1	1	1	1	1	1	1
# of Hoodie sweater	<b>\$13.90</b>	1	1	1	1	1	1	1	1	1	1	1
# of zip up Hoodie Sweater	<b>\$16.90</b>	0	0	0	0	0	0	0	0	0	0	0
# P.E Sweat Pants	<b>\$13.00</b>	0	0	0	0	0	0	0	0	0	0	0
# windbreaker	<b>\$30.00</b>	0	0	0	0	0	0	0	0	0	0	0
# of P.E. T-Shirts	<b>\$3.65</b>	1	1	1	1	1	1	1	1	1	1	1
# of P.E. Shorts (only applicable if we require logo on shorts)	<b>\$5.50</b>	0	0	0	0	0	0	0	0	0	0	0
Site Total Cost		<b>\$18,093</b>	<b>\$11,858</b>	<b>\$10,171</b>	<b>\$2,812</b>	<b>\$6,601</b>	<b>\$1,956</b>	<b>\$7,139</b>	<b>\$10,513</b>	<b>\$7,212</b>	<b>\$6,234</b>	<b>\$10,318</b>
MPS TOTAL		<b>\$92,910</b>										

- CFO Review: APPROVED

Appendix

- 1- Appendix 1:2021-22 Uniform RFP Posting Link under the “Bidding Opportunities 2020-21” title:

[https://magnoliapublicschools.org/apps/pages/index.jsp?uREC\\_ID=287195&type=d&termREC\\_ID=&pREC\\_ID=841016](https://magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=287195&type=d&termREC_ID=&pREC_ID=841016)

- 2- Appendix 2: DM Graphics Price Chart

(Sample) Item Description	Size Available	Color Options	Price Per Item
Polo Shirt with school logo	See Attached Order Form		\$ 6.90
Polo Shirt with school logo long sleeved			\$ 11.00
P.E. T-Shirt			\$ 3.65
P.E. Shorts			\$ 5.50
P.E. Sweat pants			\$ 13.00
Hoodie Sweater			\$ 13.90
Zip up sweater			\$ 16.90
Jacket (wind breaker)			\$ 30.00

- 3- Appendix 3: FT Price Chart. Please note that they did not submit some prices due to lack of stock on their end, and uncertainties of the market and supply chain.

Delivery Option 1			
Item	Color	Logo	Price
Youth Short Sleeve Polo	Navy or Gray	Embroidery	\$10.98
Adult Short Sleeve Polo	Navy or Gray	Embroidery	\$13.98
Notes	1. Unlimited quantity in either color. 2. Delivery direct to the school 8/1.		

Delivery Option 2			
Item	Color	Logo	Price
Youth Short Sleeve Polo	Navy/Gray	Heat Transfer	\$11.98
Adult Short Sleeve Polo	Navy/Gray	Heat Transfer	\$14.98
Notes	1. Product mix must be 2/3 navy 1/3 gray. 2. Delivery direct to the school 7/1.		

Delivery Option 3			
Item	Color	Logo	Price
Youth Short Sleeve Polo	Navy/Gray	Embroidery	\$12.98
Adult Short Sleeve Polo	Navy/Gray	Embroidery	\$15.98
Notes	1. Product mix must be 2/3 navy 1/3 gray. 2. Delivery direct to the school by 7/15.		

- 4- Appendix 4: 8/6/2021 Approval for Revised 2020-21 Student Handbook



Note:  
This item was taken and approved by  
the MPS Board on August 6, 2020

Board Agenda Item #	III B: Consent Item
Date:	August 6, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the Amended MPS 2020-21 Student/Parent Handbook

#### Proposed Board Recommendation

I move that the board approve the amended MPS 2020-21 Student/Parent Handbook.

#### Background

The Board approved the MPS 2020-21 Student/Parent Handbook at its meeting on July 23, 2020. This item is asking the Board for approval of an amendment to the Handbook that the schools have recently requested (after the Board approval of the Handbook). The amendment is to remove the following section from the Handbook.

#### **A Free MPS Uniform Set**

MPS 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 a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces (an MPS logo top, an MPS logo outerwear piece, and MPS logo P.E. Uniform) available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

MPS was planning to provide one free MPS uniform set to each student free of charge for the 2020-21 school year. Our practice to date has been that we support students who inform us they are in need with available free uniforms. This new commitment in the Handbook had the purpose of introducing a system where *all* students -not just students in need- would be given access to a free set of uniforms (an MPS logo top, an MPS logo outerwear piece, and MPS logo P.E. Uniform). Our school sites have held budget meetings in the past few weeks to finalize their 2020-21 budgets. Those meetings resulted in the school administrators' decision to drop the uniform cost from their budget. They chose to shift the available budget to other areas of need, mostly to support and enhance their distance learning programs. Another rationale was that students do not need uniforms during distance learning and even if schools moved to hybrid learning during the year the current plans are based on each student's two-day per week in-person

attendance.

It is our intent that we introduce the new system of making one uniform set of required MPS logo uniform pieces available to each student free of charge in the 2021-22 school year.

Budget Implications

\$50 per student was originally budgeted for the purchase of uniforms, which will now be used for other expenses. It makes a total of \$200,000 for about 4,000 students.

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

This action will help the schools with their 2020-21 budgets.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Student-Parent Handbook\_2020-21

## Cover Sheet

### Approval of Shade Structure Project at MSA-1 High School Building

<b>Section:</b>	IV. Action Items
<b>Item:</b>	J. Approval of Shade Structure Project at MSA-1 High School Building
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Shade Structure Project for MSA-1 High School (Board).pdf



Board Agenda Item: IV J: Action Item

Date: June 24, 2021

To: Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")

From: MPS Facilities Committee

Alfredo Rubalcava, Chief Executive Officer and Superintendent

Patrick Ontiveros, General Counsel & Director of Facilities

RE: Approval of Shade Structure Project for Magnolia Science Academy—1 ("**MSA-1**")  
High School Building

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## I. Proposed Motion/Recommendation(s)

The MPS Board Facilities Committee recommends and moves that the Board approve the selection of Universal Awning to install a shade structure at the MSA-1 high school building and to spend up to \$75,000 on said project.

## II. Background

The new MSA-1 high school building located at 18220 Sherman Way, immediately adjacent to the existing MSA-1 middle school building at 18238 Sherman Way, was completed and occupied at the end of 2019. The principal entrance to the high school building is from the alley that is parallel to Sherman Way to the south. There is also a lunch area right outside the multipurpose room on the south side of the building that is fenced in but not shaded. See Exhibit A for the site layout, the proposed location of the shading. The use of the lunch area is limited because it is not shaded. See Exhibit A for pictures of the lunch area.

The COVID-19 pandemic has made it clear that, henceforth, MSA-1 and indeed all schools will need to make more and better use of their outdoor areas. During much of the year, Reseda and the rest of the San Fernando Valley endure high temperatures that sometimes hit 107 degrees. In order to better and more fully utilize the outdoor lunch area space, for example, as additional instructional space, shading must be provided to ensure the comfort of users.

June 24, 2021  
Page 2 of 8



### III. Procurement

Staff issued an RFP that was posted to the MPS and MSA-1 websites and sent to select vendors on or about August 13, 2020. Staff then reissued the RFP on or about February 13, 2021. See Exhibit B. Two vendors, USA Shade & Fabric Structures and Universal Awning, responded. Of the two only Universal Awning presented an economical solution that aligned with MSA-1 and Staff's vision. Universal Awning's proposal and renderings are attached as Exhibit C. Universal Awning's proposal for \$68,750 consists of suspending fabric sail from poles that will be installed in the lunch area. The proposal was evaluated by MPS's structural engineer who provided input. Accordingly, Staff decided that the proposal by Universal Awning presents the best value. USA Shade & Fabric Structures provided renderings but never provided pricing. Universal Awning also assured Staff that it could meet its deadline of June 30<sup>th</sup>.

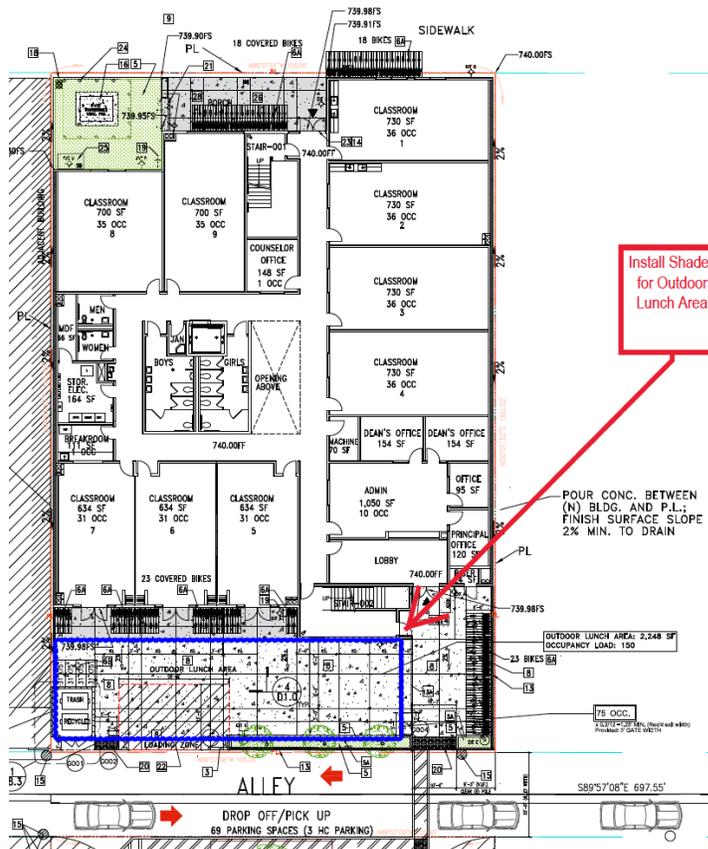
### IV. Budget & Conclusion

MSA-1 is the recipient of additional funding in the amount of \$64,841.63, through Schools in Action, which operates MSA-1's meal program. The funding must be spent by June 30, 2021 on products and services that benefit the meal program. A description of the additional funding is attached as Exhibit D. The shading project qualifies for the grant. The money will only be disbursed to MSA-1 upon receipt of an invoices evidencing the expenditure. If not completed, the grant expires and MSA-1 does not receive any money. To date, MSA-1 has used \$2,837.99 of the total for handwashing stations, leaving \$62,003.64 to be spent on this project. Any balance for the project (that is, any project costs over the grant amount) will be paid from MSA-1's operating budget. Staff is requesting a limit of \$75,000 to account for any unforeseen conditions that may increase the price of \$68,750. MPS's finance department has confirmed that any balance over \$62,003.64 can be paid from MSA-1's operating account with no negative effect.



### Exhibit A

## Site Layout and Location of Proposed Shading; Pictures of Lunch Area



250 E. 1st Street, Suite 1500, Los Angeles, CA 90012 | [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

June 24, 2021  
Page 4 of 8





## Exhibit B

### RFP



# MAGNOLIA PUBLIC SCHOOLS

Request for Proposals  
to Provide Shade Structure Installation | Reseda

Due Date:

~~August 28, 2020~~

February 18, 2021

## 1.0 INTRODUCTION

Magnolia Education & Research Foundation ("**MERF**") doing-business as Magnolia Public Schools ("**MPS**"), a charter school management organization, operates Magnolia Science Academy 1, a middle and high school ("**MSA-1**") in the Reseda neighborhood of Los Angeles. The high school is housed in a new facility constructed in 2019 at 18220 Sherman Way (the "**Project Site**").

The purpose of this RFP is to solicit bids to provide shade structures or fixtures ("**Shade Structures**") at the Project Site, specifically at the outdoor lunch area and on the rooftop play area. The areas sought to be covered with Shade Structures are shown on the drawings attached as Exhibit A. The purpose is to allow more use of outside areas in response to the COVID-19 pandemic.

### Site Tour

A site tour will be facilitated for interested vendors.

### Proposals Due

5:00 PM, Thursday, February 18, 2021

Responses to the RFP are due no later than ~~5:00 PM (PST), Tuesday, August 28, 2020~~, to the following individual:

Patrick Ontiveros  
Director of Facilities  
Magnolia Public Schools  
250 East 1<sup>st</sup> Street  
Suite 1500  
Los Angeles, CA 90012  
[pontiveros@magnoliapublicschools.org](mailto:pontiveros@magnoliapublicschools.org)  
(323) 490-0701

Questions regarding this RFP may be directed to the individual identified above via email.

### Proposal Format:

One (1) electronic PDF copy (by email) of your proposal must be delivered to the person indicated by the deadline stated above. Please endeavor to keep any emailed material to a single manageable file size so that it may be easily distributed to the Selection Committee.

Respondents are encouraged to only include information pertinent to the project and the Selection Committee's ability to select the vendor best suited to successfully complete this job.

### Interviews:

Interviews will be held at the discretion of MPS and MSA-1. Location, date and time are to be determined.

### Selection Committee:

The Selection Committee will be composed of representatives from MPS and MSA-1.

## 1.1 Timeline

~~RFP Distributed:~~ ~~August 19, 2020~~

~~Proposals Due:~~ ~~August 28, 2020~~

<del>Site Visits:</del>	<del>On an as-Needed Basis</del>
Selection Announced:	As Soon as Possible Following Receipt of Proposals
Installation of Shade Structures:	As Soon as Possible Following Selection

## 2.0 PROPOSAL FORMAT

The Respondent shall format its response as set forth below to facilitate timely review and selection. Please be specific to the RFP, and do not include materials not explicitly requested, such as generic marketing materials.

### Your response should include the following:

- Letter of interest
- Name of your company and the individual responsible for the account
- Restate all the requirements of Section 3.0 and provide responses to each

See Section 1.0 for additional proposal format clarifications.

## 3.0 PROPOSAL REQUIREMENTS

### 3.1 Cost

The Respondent's proposal should include an overall cost and should also be broken down in detail to provide a cost for the Shade Structures for the first floor outdoor lunch area and the rooftop play area. The proposal should also provide a break-down of any and all other costs and fees including, but not limited to, engineering and design fees, labor, delivery fees, installation fees, permitting fees, applicable taxes, etc. In order to meet its budget for the purchase of Shade Structures, MPS reserves the right to accept Respondent's proposal in whole or in part.

### 3.2 Proposed Design

The Respondent's proposal should include a sketch or drawing illustrating the proposed installation. Respondent may and is encouraged to propose alternative installations.

### 3.3 Product Information / Cut Sheets

The Respondent's proposal shall include a description of the Shade Structures proposed to be provided. Where a Respondent believes there are multiple types of Shade Structures that may satisfy the requirements stated herein, the Respondent may provide such alternatives explaining the difference in each alternative and describing the cost differences.

### 3.4 Warranty Information

Provide a description of the warranty provided for the Shade Structures to be delivered.

### **3.5 Financing Availability**

If Respondent provides financing for the purchase of the Shade Structures, Respondent should provide a description of such financing including but not limited to the terms and conditions of such financing (for example, additional fees, interest rate, amortization schedule).

### **3.6 Schedule**

Respondent shall provide an estimate of the time needed to perform the installation.

## **4.0 CONTACT**

Questions to Owner will be accepted via email by the Director of Facilities identified above. Answers to questions will be provided to all participants as available.

## **5.0 REQUEST FOR PROPOSAL EXHIBITS**

**Exhibit A:** Drawings

## **6.0 BID ACCEPTANCE/REJECTION**

The Owner reserves the right to reject any or all proposals, or cancel the solicitation process at its sole discretion.

## **7.0 PROPOSAL VALIDITY**

RFP responses shall be valid until execution of a contract, which is expected to occur on or about May 2019. No changes to information received within the Respondent's proposal shall be changed or altered without approval by the Owner.

# Exhibit A

# Drawings



**MAGNOLIA SCIENCE ACADEMY**  
 18220 SHERMAN WAY, RESEDA, CA 91335

REV	DESCRIPTION	DATE
1	PLAN CHECK #1	6/14/2017
2	PD PLAN CHECK	10/31/2017
3	PD PLAN CHECK	12/14/2017



# MAGNOLIA SCIENCE ACADEMY 18220 SHERMAN WAY, RESEDA, CA 91335

PROJECT: MAGNOLIA SCIENCE ACADEMY

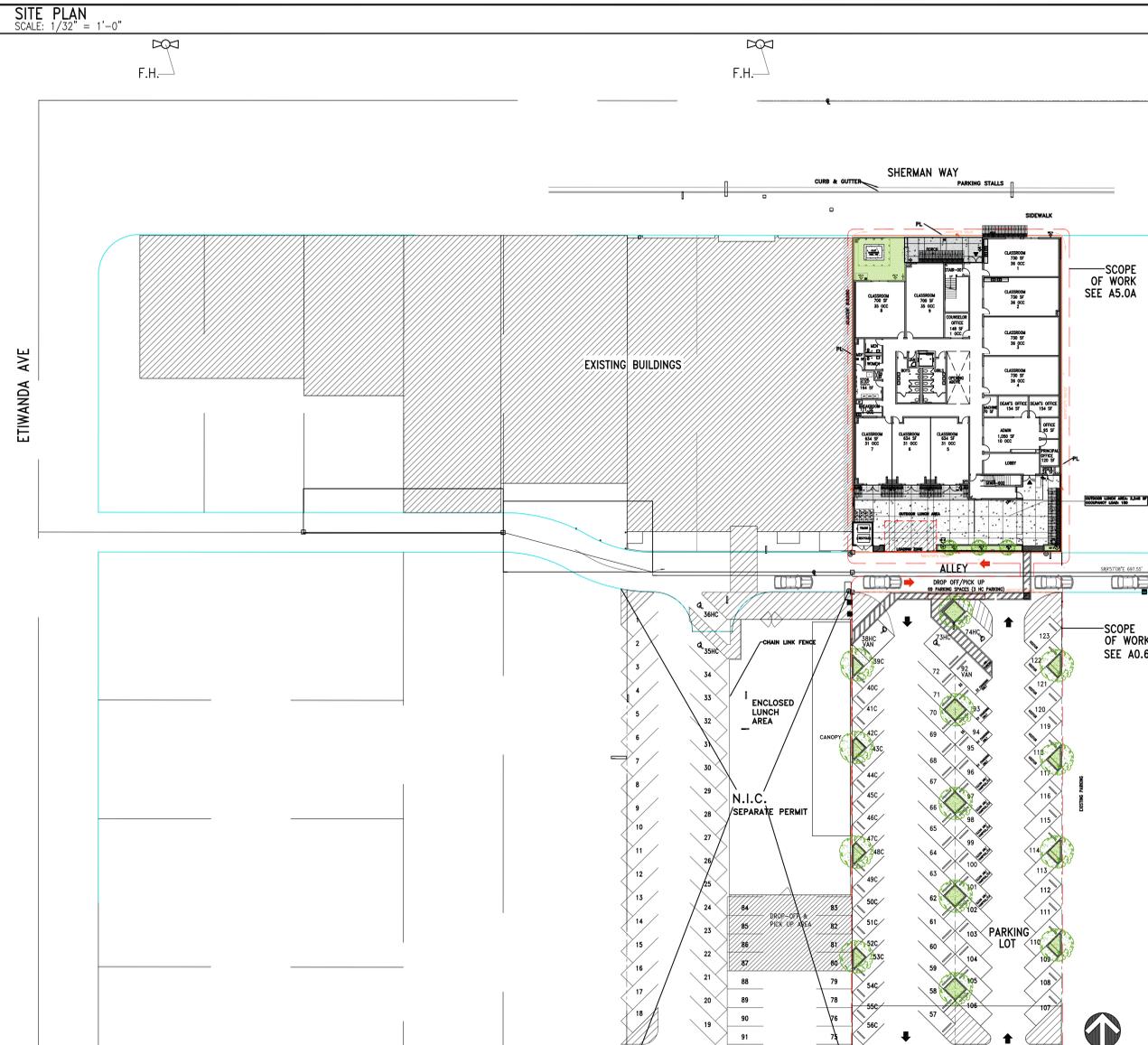
PROJECT ADDRESS: 18220 SHERMAN WAY, RESEDA, CA 91335

DRAWING TITLE: COVER

DRAWN BY	ISSUE DATE
JWANG	12/14/2017
JOB NUMBER	DRAWING SCALE
18220	AS NOTED
APPROVED BY	DRAWING NUMBER
JWANG	A0.0

**BID SET 02-16-18**

NOTE: RENDERINGS ARE FOR REFERENCE ONLY. SEE PLANS FOR CONSTRUCTION



PROJECT INFORMATION	
PROJECT:	MAGNOLIA SCIENCE ACADEMY
LOCATION:	18220 SHERMAN WAY, RESEDA, CA 91335
BUILDING USE:	EDUCATION - 9 THRU 12TH GRADE
APPLICABLE CODES:	2016 CA BUILDING CODE (2016 CBC), LA BUILDING CODE, FIRE ALARM SYSTEM PER 907.2.3.2, 907.2.3, 907.2.1
3-STORY BUILDING	
OCCUPANCY:	E OCCUPANCY AND B OCCUPANCY
CONSTRUCTION TYPE:	TYPE III-B, FULLY SPRINKLERED (PER NFPA13)
BUILDING HEIGHT:	43'-0"

SCOPE OF WORK	
NEW 3 STORY CLASSROOM BUILDING W/PARTIAL ROOF TOP PLAY AREA	
FULLY-SPRINKLERED THREE-STORY BUILDING; 20 CLASSROOMS, INCLUDING SCIENCE LAB; ROOFTOP PLAY AREA	

AREA SUMMARY	
<b>SITE PLAN SUMMARY</b>	
SITE AREA:	16,845.6 SF
BUILDING FOOT PRINT:	13,140 SF
LOT COVERAGE:	78 %
<b>LOT AREA:</b> 16,845.6 SF	
TOTAL BUILDING GROSS AREA:	25,228 SF (BUILDING AND ZONING)
BUILDING AREA FOR SCHOOL FEE:	24,900 SF
FAR = 25,228 SF / 16,845.6 SF = 1.50	

PARKING SUMMARY	
<b>PARKING SUMMARY:</b>	
HIGH SCHOOL REQ'D PARKING CALCULATION:	
BUILDING GROSS FLOOR AREA:	25,228 SF
25,228 SF / 500 = 50 PARKING SPACES	
REQUIRED PARKING SPACES:	35 (30% REDUCTION FOR MASS TRANSIT)
PARKING SPACE PROVIDED	
68 PARKING STALLS	
(INCLUDING 3HC, 4 ELECTRIC VEHICLE PARKING STALLS, 6 CARPOOL/VANPOOL PARKING STALLS, 6 VISITOR PARKING STALLS)	
SHORT TERM BIKE PARKING SPACES REQUIRED: 82 (20 CLASSROOMS X 4 + OFFICE 2)	
SHORT BIKE PARKING SPACES PROVIDED: 82 (41 UNDER CANOPY)	
LONG TERM BIKE PARKING SPACES REQUIRED AND PROVIDED: 4 (2 + OFFICE 2)	

PROJECT DIRECTORY	
<b>OWNER:</b>	MAGNOLIA SCIENCE ACADEMY 1 18238 SHERMAN WAY, RESEDA, CA 91335 TEL (818)609-0507
<b>ARCHITECT:</b>	FRANCO ARCHITECTS INC. 12345 VENTURA BLVD., SUITE H STUDIO CITY, CA 91604 TEL (818) 754-2030 FAX (818) 754-2032
<b>STRUCTURAL ENGINEER:</b>	B & B ASSOCIATES INC. 867 N. FAIR OAKS AVE., #100 PASADENA, CA 91103 TEL (626) 204-1088 FAX (626) 204-1099
<b>ELECTRICAL ENGINEER:</b>	KIPUST ENGINEERING INC. 12934 KILLION STREET SHERMAN OAKS, CA 91401 TEL (818) 780-5354 FAX (818) 780-7036
<b>MECHANICAL/PLUMBING ENGINEER:</b>	HYLE ENGINEERING 18818 WYANDOTTE STREET RESEDA, CA 91335 TEL (818) 996-5069 FAX (818) 996-5675
<b>LANDSCAPE ARCHITECTS:</b>	CARTER, ROMANEK LANDSCAPE ARCHITECTS, INC. 11110 OHV AVENUE, SUITE 204 LOS ANGELES, CALIFORNIA, 90025 TEL (310) 477-5800 CELL (310) 386-1035 EMAIL WAYNE@CARTER-ROMANEK.COM

MATERIALS	
<b>DESCRIPTION</b>	<b>L.A.R.R./ICC-ES</b>
ENDURO KOTE (DECK COATING)	ICC-ES #ESR-2245
CHICAGO METALLIC CORP. CEILING SUSPENSION SYSTEMS	ICC-ES #ESR-2631
GAF MATERIALS CORP. (ROOF MATERIAL)	ICC-ES #ESR-1274
ANTI-GRAFFITI PAINT (UNFINISHED SURFACE)	#25286T
BITUMENE WATERPROOFING MEMBRANE	#24386
SIMPSON WEDGE ANCHOR	#20682
3M FIRE BLOCKING FOAM SEALANT	ICC-ES #ESR-3165

INDEX TO DRAWINGS		
NUMBER	TITLE	
<b>PROJECT INFORMATION</b>		
A0.1	DRAWING INDEX, SITE PLAN & LOCATION PLAN	AS-1 SPECIFICATION
A0.1.1	ALTA SURVEY	AS-2 SPECIFICATION
<b>ARCHITECTURAL</b>		
A0.2	GENERAL, FIRE DEPARTMENT & DISABLE ACCESS NOTES	AS-3 SPECIFICATION
A0.2.1	DISABLED ACCESS DETAILS AND FORMS	AS-4 SPECIFICATION
A0.2.2	DISABLED ACCESS DETAILS AND FORMS	
A0.2.3	DISABLED ACCESS DETAILS AND FORMS	
A0.2.4	DISABLED ACCESS DETAILS AND FORMS	
A0.2.5	DISABLED ACCESS DETAILS AND FORMS	
A0.2.6	ELECTRICAL CHARGING STATIONS	
A0.4	BUILDING LIMITATION	
A0.4A	BUILDING LIMITATION	
A0.5	ENLARGED SITE PLAN	
A0.5A	ENLARGED SITE CONSTRUCTION PLAN	
A0.6	PARKING LOT PLAN	
<b>STRUCTURAL</b>		
GREEN-1	GREEN BUILDING FORMS AND NOTES	S0.1 GENERAL NOTES
GREEN-2	GREEN BUILDING FORMS AND NOTES	S0.2 GENERAL NOTES
GREEN-3	GREEN BUILDING FORMS AND NOTES	S1.0 FOUNDATION PLAN
A1.1	FIRST FLOOR CONSTRUCTION PLAN	S1.1 SHEAR WALLS AT FIRST FLOOR
A1.2	FIRST FLOOR REFLECTED CEILING PLAN	S2.0 SECOND FLOOR FRAMING PLAN
A1.3	FIRST FLOOR POWER & SIGNAL PLAN	S2.1 SHEAR WALLS AT 2ND FLOOR
A1.4	FIRST FLOOR FINISH PLAN	S3.0 ROOF FRAMING PLAN
A1.5	FIRST FLOOR FINISH PLAN	S3.1 HIGH ROOF FRAMING PLAN
A2.1	SECOND FLOOR CONSTRUCTION PLAN	S4.0 BUILDING SECTION
A2.2	SECOND FLOOR REFLECTED CEILING PLAN	S4.1 BUILDING SECTION
A2.3	SECOND FLOOR POWER & SIGNAL PLAN	S4.2 BUILDING SECTION
A2.4	SECOND FLOOR FINISH PLAN	S4.3 BUILDING SECTION
A2.5	SECOND FLOOR FINISH PLAN	S5.0 TYPICAL DETAILS
A3.1	THIRD FLOOR/ROOF CONSTRUCTION PLAN	S5.1 TYPICAL DETAILS
A3.2	THIRD FLOOR/ROOF REFLECTED CEILING PLAN	S5.2 FOUNDATION DETAILS
A3.3	THIRD FLOOR/ROOF POWER & SIGNAL PLAN	S6.0 FLOOR FRAMING DETAILS
A3.4	THIRD FLOOR/ROOF FINISH PLAN	S6.1 FLOOR FRAMING DETAILS
A3.5	THIRD FLOOR/ROOF FINISH PLAN	S6.2 FLOOR FRAMING DETAILS
A4.0	ELEVATIONS	S6.3 FLOOR FRAMING DETAILS
A4.1	ELEVATIONS	S7.0 ROOF FRAMING DETAILS
A4.2	ELEVATIONS DETAIL	S7.1 ROOF FRAMING DETAILS
A4.3	ELEVATIONS DETAIL	S8.0 STAIR DETAILS
<b>DRAWING LIST</b>		
A5.1	BUILDING SECTIONS, WALL SECTION AND DETAILS	E0.1 SYMBOLS NOTES
A5.2	WALL SECTIONS AND DETAILS	E0.2 SINGLE LINE DIAGRAM
A5.3	WALL SECTIONS AND DETAILS	E0.3 PANEL SCHEDULES-1
A5.4	WALL SECTIONS AND DETAILS	E0.4 PANEL SCHEDULES-2
A6.0	STAIRS PLAN	E0.5 DETAILS & SWITCHBOARD
A6.1	STAIR SECTION	E1.1 TITLE 24 INDOORS-1
A6.1.A	STAIR SECTION	E1.2 TITLE 24 INDOORS-2
A6.1.B	STAIR SECTION	E1.3 TITLE 24 INDOORS-3
A6.2	STAIR SECTIONS AND DETAILS	E1.4 TITLE 24 OUTDOORS-1
A6.3	STAIR SECTIONS AND DETAILS	E1.5 TITLE 24 OUTDOORS-2
A6.5	DETAILS	E1.6 WAITSTOPPER
A6.6	DETAILS	E2.1 ELECTRICAL SITE PLAN
A6.7	DETAILS	E3.1 FIRST FLOOR LIGHTING PLAN
A6.8	DETAILS	E3.2 SECOND FLOOR LIGHTING PLAN
A6.9	DETAILS	E3.3 ROOF LIGHTING PLAN
A6.9.1	DETAILS	E4.1 FIRST FLOOR POWER & SIGNAL PLAN
A7.0	ELEVATOR PLANS	E4.2 SECOND FLOOR POWER & SIGNAL PLAN
A7.1	ELEVATOR SECTIONS AND DETAILS	E4.3 ROOF PLAN
A7.2	ELEVATOR NOTES AND HC REQUIREMENTS	E4.4 FIRST FLOOR ELECTRICAL MECHANICAL PLAN
A8.0	HC NOTES, DETAILS AND RESTROOM SPECIFICATION	
A8.1	ENLARGED RESTROOM PLANS AND ELEVATIONS	
A8.2	ENLARGED RESTROOM PLANS AND ELEVATIONS	
A8.3	TRASH ENCLOSURE	
<b>MECHANICAL/PLUMBING</b>		
A9.0	CABINETWORK	M1.0 HVAC SCHEDULES AND NOTES
A9.1	CABINETWORK DETAIL	M2.0 GROUND FLOOR HVAC PLAN
A9.2	CABINETWORK DETAIL	M3.0 SECOND FLOOR HVAC PLAN
A9.3	CABINETWORK DETAIL	M4.0 HVAC ROOF PLAN
A9.4	LAB EQUIPMENT SPEC. SHEETS	M5.0 TITLE 24
A10.0	DOOR SCHEDULE	M6.0 TITLE 24
A10.1	DOOR SCHEDULE	M6.0 TITLE 24
A10.2	WINDOW SCHEDULE	P1.0 PLUMBING NOTES & SCHEDULES
D1.0	DETAILS	P2.0 PLUMBING FLOOR PLANS
D2.0	DETAILS	P3.0 PLUMBING ROOF PLANS
D3.0	DETAILS	P4.0 PLUMBING ROOF PLANS
D4.0	DETAILS	
D5.0	DETAILS	
D6.0	FIRE PROTECTION DETAILS	
D6.1	FIRE PROTECTION DETAILS	L-1.1 IRRIGATION PLAN
D7.0	FOLDING WALL DETAIL	L-2.1 PLANTING PLAN
D8.0	PROTO WALL DETAILS LABS	L-3.1 IRRIGATION AND PLANTING DETAILS
CUP-1	CUP LETTER	L-3.2 IRRIGATION AND PLANTING DETAILS
CUP-2	CUP LETTER	

GROUND FLOOR				2ND FLOOR			3RD FLOOR/ROOF		
OCCUPANCY	FLOOR AREA NET	LOAD FACTOR	OCCUPANT LOAD	FLOOR AREA NET	LOAD FACTOR	OCCUPANT LOAD	FLOOR AREA NET	LOAD FACTOR	OCCUPANT LOAD
E	6,654 SF	20	332	7,880 SF	20	394	6,123 SF (ROOFTOP FOR PE)	15	408 ROOFTOP
B	1,198 SF	100	14	459 SF	100	25			
<b>TOTAL</b>	<b>7,852 SF</b>		<b>346</b>	<b>8,339 SF</b>		<b>419</b>			<b>408</b>

OCCUPANCY CALCULATIONS FOR DOOR EXITING - GROUND FLOOR				OCCUPANCY CALCULATIONS FOR STAIR EXITING-2ND FLOOR				OCCUPANCY CALCULATIONS FOR STAIR EXITING-ROOF			
OCCUPANCY: E, B AND S-2 (ACCESSORY USE) BUILDING USE: EDUCATION				OCCUPANCY: E (ACCESSORY USE: B AND S-2) BUILDING USE: EDUCATION				OCCUPANCY: E BUILDING USE: EDUCATION			
TYPE OF USE	OCCUPANCY TYPE	LOAD	REQUIRED EXIT WIDTH PER TABLE 1005.1 346 X 0.2 = 5.77' 12	TYPE OF USE	OCCUPANCY TYPE	LOAD	REQUIRED STAIRWAY WIDTH PER TABLE 1005.1 419 X 0.3 = 10.48' 12	TYPE OF USE	OCCUPANCY TYPE	LOAD	REQUIRED STAIRWAY WIDTH PER TABLE 1005.1 408 X 0.3 = 10.2' 12
CLASSROOM AREA	E	332	REQUIRED NUMBER OF EXITS PER TABLE 1019.1 2 (OCCUPANCY LOAD ON GROUND FLOOR < 500)	OFFICE/EMPLOYEE AREA	B (ACCESSORY USE)	25	REQUIRED NUMBER OF STAIRS PER TABLE 1021.1 2 (OCCUPANCY LOAD < 500)	OUTDOOR PE	A-3	408	REQUIRED NUMBER OF STAIRS PER TABLE 1021.1 2 (OCCUPANCY LOAD < 500)
OFFICE/EMPLOYEE AREA	B	14	REQUIRED EXIT WIDTH 2X3'=6'				PROVIDED STAIRWAY WIDTH 5.25' X 2 = 10.5'				PROVIDED STAIRWAY WIDTH 5.25' X 2 = 10.5'
			PROVIDED NUMBER OF EXITS 2 (2 EXITS MORE THAN 1/3 OF MAX. OVERALL DIAG. DIMENSION OF THE AREA SERVED PER 1015.2.1)				PROVIDED NUMBER OF STAIRS 2 (2 STAIRS MORE THAN 1/3 OF MAX. OVERALL DIAG. DIMENSION OF THE AREA SERVED PER 1015.2.1)				PROVIDED NUMBER OF STAIRS 2 (2 STAIRS MORE THAN 1/3 OF MAX. OVERALL DIAG. DIMENSION OF THE AREA SERVED PER 1015.2.1)
<b>TOTAL</b>		<b>346</b>		<b>TOTAL</b>		<b>419</b>		<b>TOTAL</b>		<b>408</b>	

<b>TOTAL OCCUPANT LOAD OF THE BUILDING = 1,173</b>	
<b>TOTAL NET AREA FOR E (NOT INCLUDING OUTDOOR AREA)</b> (NET AREA - AREA THAT NOT INCLUDES CORRIDORS, RESTROOMS AND OCCUPANCY S AREA)	6,654 SQ.FT. + 7,880 SQ. FT. = 14,534 SQ.FT.
<b>TOTAL AREA FOR B OCCUPANCY (TWO FLOORS)</b>	1,198+459=1,657 SQ.FT.

LEGAL DESCRIPTION	FIRE NOTE:
REFER TO LEGAL DESCRIPTION ON A0.1.1	452.1.6 CLASS I, II OR III-A FLAMMABLE LIQUIDS SHALL NOT BE PLACED, STORED OR USED IN E OCCUPANCIES, EXCEPT IN APPROVED QUANTITIES AS NECESSARY IN LABORATORIES AND CLASSROOMS AND FOR OPERATION AND MAINTENANCE AS SET FORTH IN THE CALIFORNIA FIRE CODE.

RESTROOM CALCULATIONS				NOTE		
OCCUPANCY GROUP	E OCCUPANCY	A-3 OCCUPANCY (EDUCATIONAL AND ACTIVITY)	B OCCUPANCY	ALL SUBCONTRACTORS TO FAMILIARIZE THEMSELVES WITH ENTIRE CONSTRUCTION DOCUMENT SET. WHERE CONFLICTS ARISE THE MOST RESTRICTIVE REQUIREMENT APPLIES. NO SUBSTITUTIONS ALLOWED UNLESS APPROVED BY ARCHITECT AND/OR OWNER OR AS SPECIFICALLY NOTED ON DRAWINGS.		
NET AREA	14,534 SQ.FT.	6,123 SQ.FT.	1,657 SF	UNDER SEPARATE PERMIT: GRADING WORK, FIRE SPRINKLER SYSTEMS, STRUCTURAL, ELECTRICAL, MECHANICAL AND PLUMBING WORK.		
OCCUPANCY FACTOR	1/50 SF	1/30 SF	1/200 SF			
	290	204	8			
	BOYS	GIRLS	BOYS	GIRLS	MEN	WOMEN
OCCUPANTS	145	145	102	102	4	4
FIXTURE FACTORS	WATER CLOSET	1:50	1:30	1:1-100	1:26-50	1:1-15
	URINAL	1:100	1:100	1:1-100	1:100	1:100
	LAVATORIES	1:40	1:40	1:1-200	1:1-100	1:75
REQUIRED FIXTURES	WATER CLOSET	3	5*	1	2*	1
	URINAL	2	-	1	-	1
	LAVATORIES	4	4	1	1	1
PROVIDED	WATER CLOSET	6	9	1	2	2*
	URINAL	3	-	1	-	0
	LAVATORIES	6	6	1	1	2

\* PLUMBING FIXTURES SHALL BE PROVIDED IN ACCORDANCE WITH CHAPTER 4 OF THE COUNTY OF LOS ANGELES PLUMBING CODE  
\* THE TOTAL NUMBER OF WATER CLOSETS FOR FEMALES SHALL BE AT LEAST EQUAL TO THE TOTAL NUMBER OF WATER CLOSETS AND URINALS REQUIRED FOR MALES. THIS REQUIREMENT SHALL NOT APPLY TO RETAIL OR WHOLESALE STORES.  
FOR EACH URINAL ADDED IN EXCESS OF THE MINIMUM REQUIRED, ONE WATER CLOSET MAY BE DEDUCTED. THE NUMBER OF WATER CLOSETS SHALL NOT BE REDUCED TO LESS THAN TWO-THIRDS OF THE MINIMUM REQUIREMENTS.  
REQUIRED DRINKING FOUNTAIN: ONE PER FLOOR  
PROVIDED DRINKING FOUNTAIN: INDOOR: TWO PER FLOOR

VICINITY MAP	

FRANCO ARCHITECTS INC.  
12345 Ventura Blvd. H  
Studio City, CA 91604  
Tel 818 754-2030  
Fax 818 754-2032

MAGNOLIA SCIENCE ACADEMY  
18220 SHERMAN WAY, RESEDA, CA 91335

REV DESCRIPTION DATE

PLAN CHECK #1 6/14/2017

PD PLAN CHECK 10/31/2017

PD PLAN CHECK 12/14/2017

PROJECT: MAGNOLIA SCIENCE ACADEMY

PROJECT ADDRESS: 18220 SHERMAN WAY, RESEDA, CA 91335

DRAWING INDEX, SITE PLAN & LOCATION PLAN

DRAWN BY: [Name] DATE: 12/14/2017

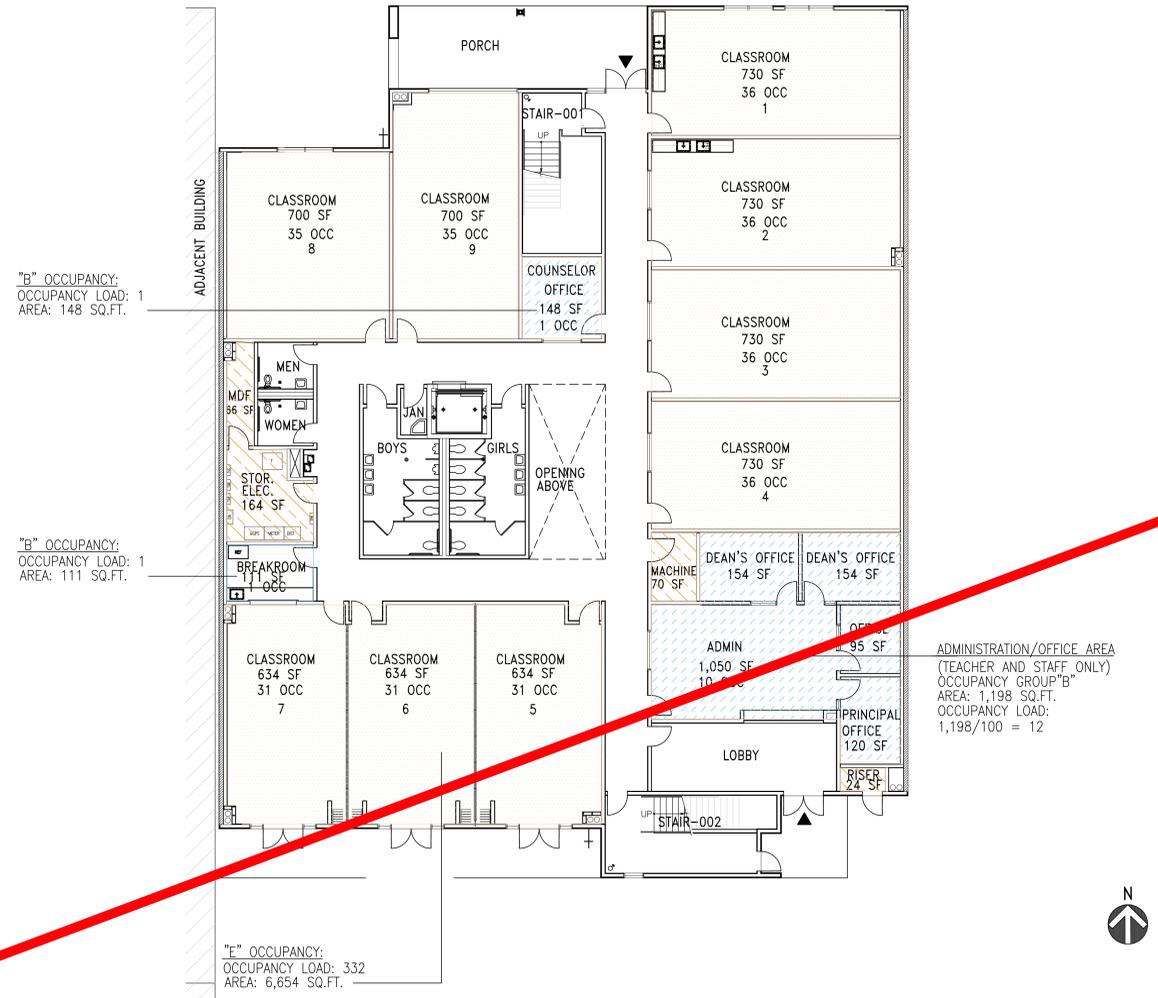
CHECKED BY: [Name] DATE: 12/14/2017

ISSUE DATE: 12/14/2017

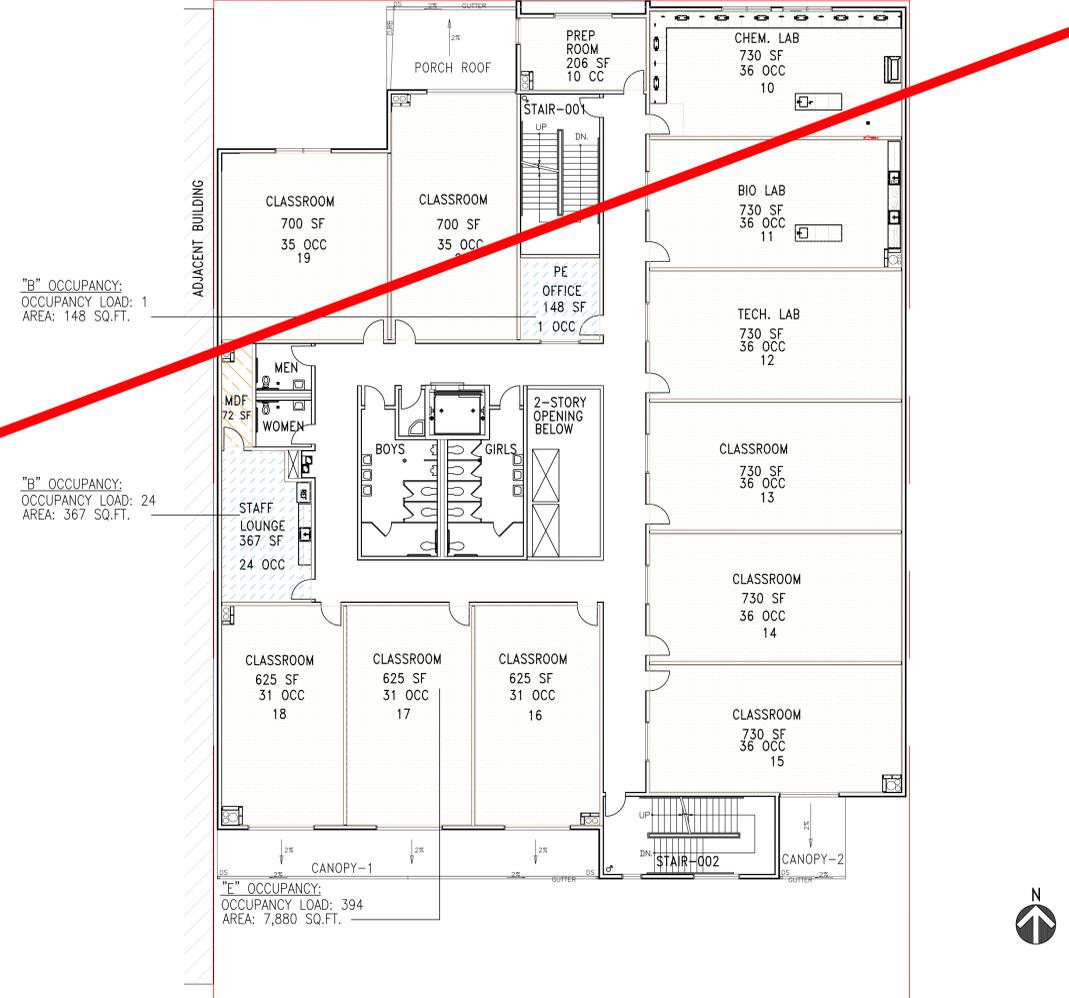
DRAWING SCALE: AS NOTED

PROJECT NUMBER: A0.1

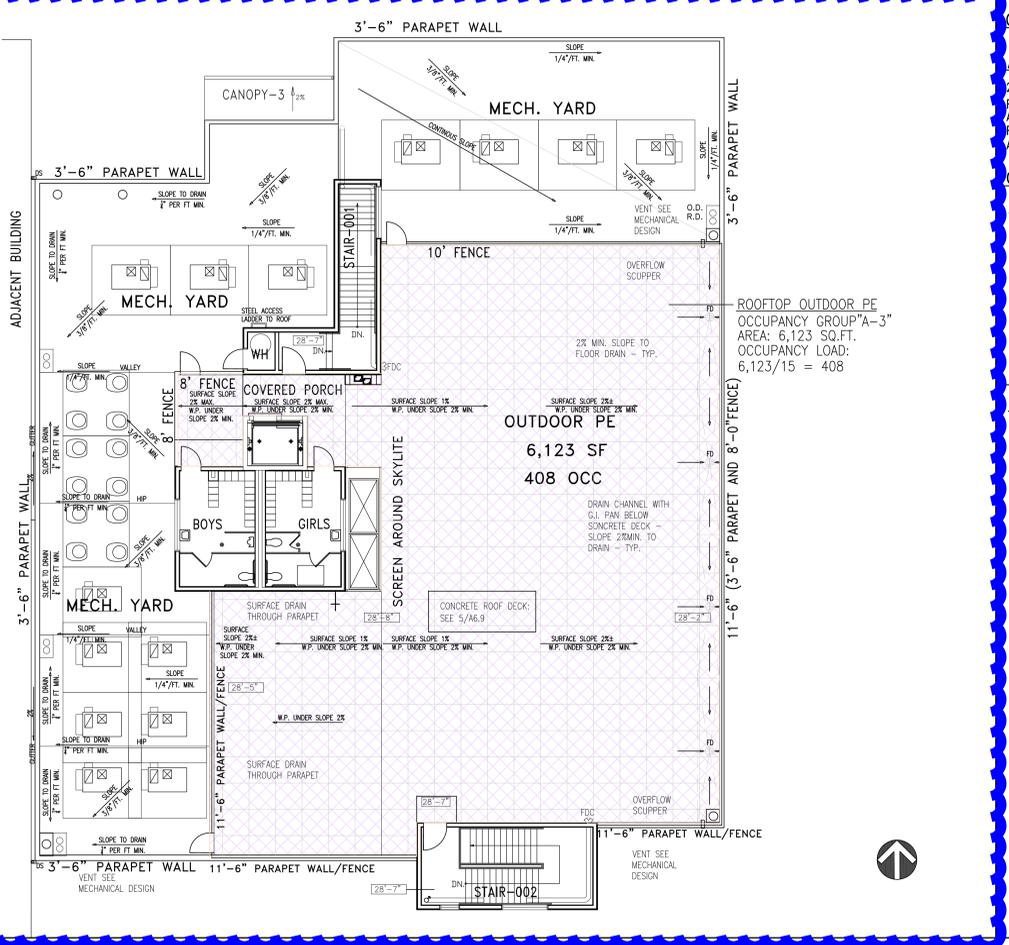
BID SET 02-16-18



1 FIRST FLOOR PLAN  
SCALE: 3/32" = 1'-0"



2 SECOND FLOOR PLAN  
SCALE: 3/32" = 1'-0"



3 ROOFTOP PLAN  
SCALE: 3/32" = 1'-0"

**CONSTRUCTION TYPE:** TYPE III-B WITH SUPERVISED AUTOMATIC SPRINKLER SYSTEM THROUGHOUT  
2 HR RATED EXTERIOR BEARING WALL CONSTRUCTION.

**ALLOWABLE FLOOR AREAS**  
2016 CALIFORNIA BUILDING CODE SECTION 506  
FLOOR AREA: THE AREA INCLUDED WITHIN SURROUNDING EXTERIOR WALLS (OR EXTERIOR WALLS AND FIRE WALLS) EXCLUSIVE OF VENT SHAFTS AND COURTS. AREA OF THE BUILDING NOT PROVIDED WITH SURROUNDING WALLS SHALL BE INCLUDED IN THE BUILDING AREA IF SUCH AREAS ARE INCLUDED WITHIN THE HORIZONTAL PROJECTION OF THE ROOF OR FLOOR ABOVE.

**OCCUPANCY TYPE:** E AND B

**TOTAL GROSS FLOOR AREA:** 1ST FLOOR AREA: 12,706 SF  
2ND FLOOR AREA: 11,610 SF  
ROOF FLOOR AREA: 912 SF  
TOTAL: 25,228 SF

**LEGENDS OF OCCUPANCY**

- B OCCUPANCY OFFICE AREA
- E OCCUPANCY CLASSROOMS & ROOFTOP PE AREA
- S-2
- A-3 OCCUPANCY ROOFTOP OUTDOOR AREA

4 BUILDING LIMITATION CALCULATION  
SCALE: 3/32" = 1'-0"

**Install shade structure on roof**

**ALLOWABLE NUMBER OF STORIES**  
ALLOWABLE NUMBER OF STORIES: 3 (WITH SPRINKLER INCREASE)

**NON-SEPERATED OCCUPANCIES**

**ALLOWABLE FLOOR AREA CALCULATION**  
NON-SEPERATED E OCCUPANCY

**GROUND FLOOR - ALLOWABLE FLOOR AREA FOR EACH OCCUPANCY**

**E OCCUPANCY PER STORY:**  
**TABULATED ALLOWABLE FLOOR AREA FOR E OCCUPANCY PER TABLE 506.2**  
ALLOWABLE BUILDING HEIGHT: 75' (PER TABLE 504.3)  
ALLOWABLE BUILDING FLOOR AREAS: 14,500 SF (PER TABLE 506.2)

ACTUAL BUILDING FIRST FLOOR AREAS (FOR E OCCUPANCY): 12,706 SF

**SECOND FLOOR - ALLOWABLE FLOOR AREA FOR EACH OCCUPANCY**

**E OCCUPANCY PER STORY:**  
**TABULATED ALLOWABLE FLOOR AREA FOR E OCCUPANCY PER TABLE 506.2**  
ALLOWABLE BUILDING HEIGHT: 75' (PER TABLE 504.3)  
ALLOWABLE BUILDING FLOOR AREAS: 14,500 SF (PER TABLE 506.2)

ACTUAL BUILDING SECOND FLOOR AREAS (FOR E OCCUPANCY): 11,610 SF

**ROOF LEVEL - ALLOWABLE FLOOR AREA FOR EACH OCCUPANCY**

**E OCCUPANCY PER STORY:**  
**TABULATED ALLOWABLE FLOOR AREA FOR E OCCUPANCY PER TABLE 506.2**  
ALLOWABLE BUILDING HEIGHT: 75' (PER TABLE 504.3)  
ALLOWABLE BUILDING FLOOR AREAS: 14,500 SF (PER TABLE 506.2)

ACTUAL BUILDING ROOFTOP AREAS (FOR E OCCUPANCY): 912 SF

**ALLOWABLE BUILDING AREA CHECK**

**GROUND FLOOR PER 508.4.2**

E OCCUPANCY  $\frac{\text{ACTUAL SF}}{\text{ALLOWABLE SF}} = \frac{12,706}{14,500 \text{ SF}} = 0.88 < 1$

**2ND FLOOR PER 508.4.2**

E OCCUPANCY  $\frac{\text{ACTUAL SF}}{\text{ALLOWABLE SF}} = \frac{11,610}{14,500 \text{ SF}} = 0.80 < 1$

**3RD FLOOR PER 508.4.2**

E OCCUPANCY  $\frac{\text{ACTUAL SF}}{\text{ALLOWABLE SF}} = \frac{912 \text{ SF}}{14,500 \text{ SF}} = 0.06 < 1$

**TOTAL BLDG. SF CHECK:**  
25,228 SF (TOTAL BLDG. SQ. FT.) < 29,000 SF ALLOWED PER 506.2

**OCCUPANCY SEPARATION:**  
NO SEPARATION IS REQUIRED BETWEEN NON-SEPERATED OCCUPANCIES. PER SEC. 508.3.3

REV	DESCRIPTION	DATE
1	PLAN CHECK #1	6/14/2017
2	PD PLAN CHECK	10/31/2017
3	PD PLAN CHECK	12/14/2017



**PROJECT:** MAGNOLIA SCIENCE ACADEMY

**PROJECT ADDRESS:** 18220 SHERMAN WAY, RESEDA, CA 91335

**DRAWING TITLE:** BUILDING LIMITATIONS

**DRAWN BY:** [Name]

**DATE:** 12/14/2017

**JOB NUMBER:** [Number]

**DRAWING SCALE:** AS NOTED

**PROJECTED BY:** [Name]

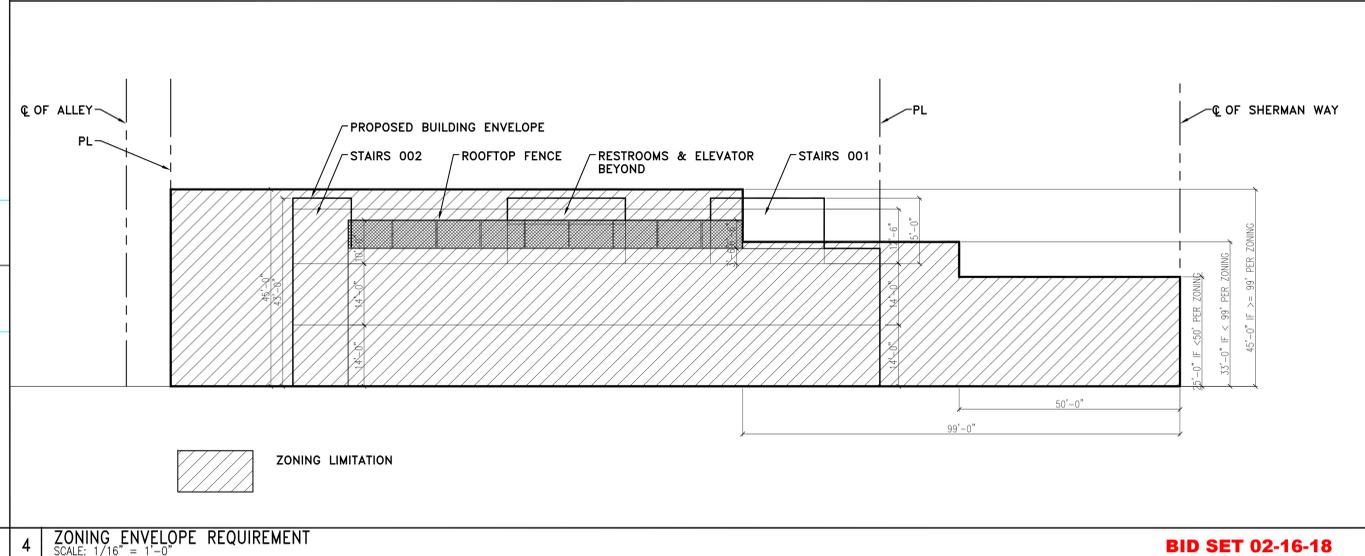
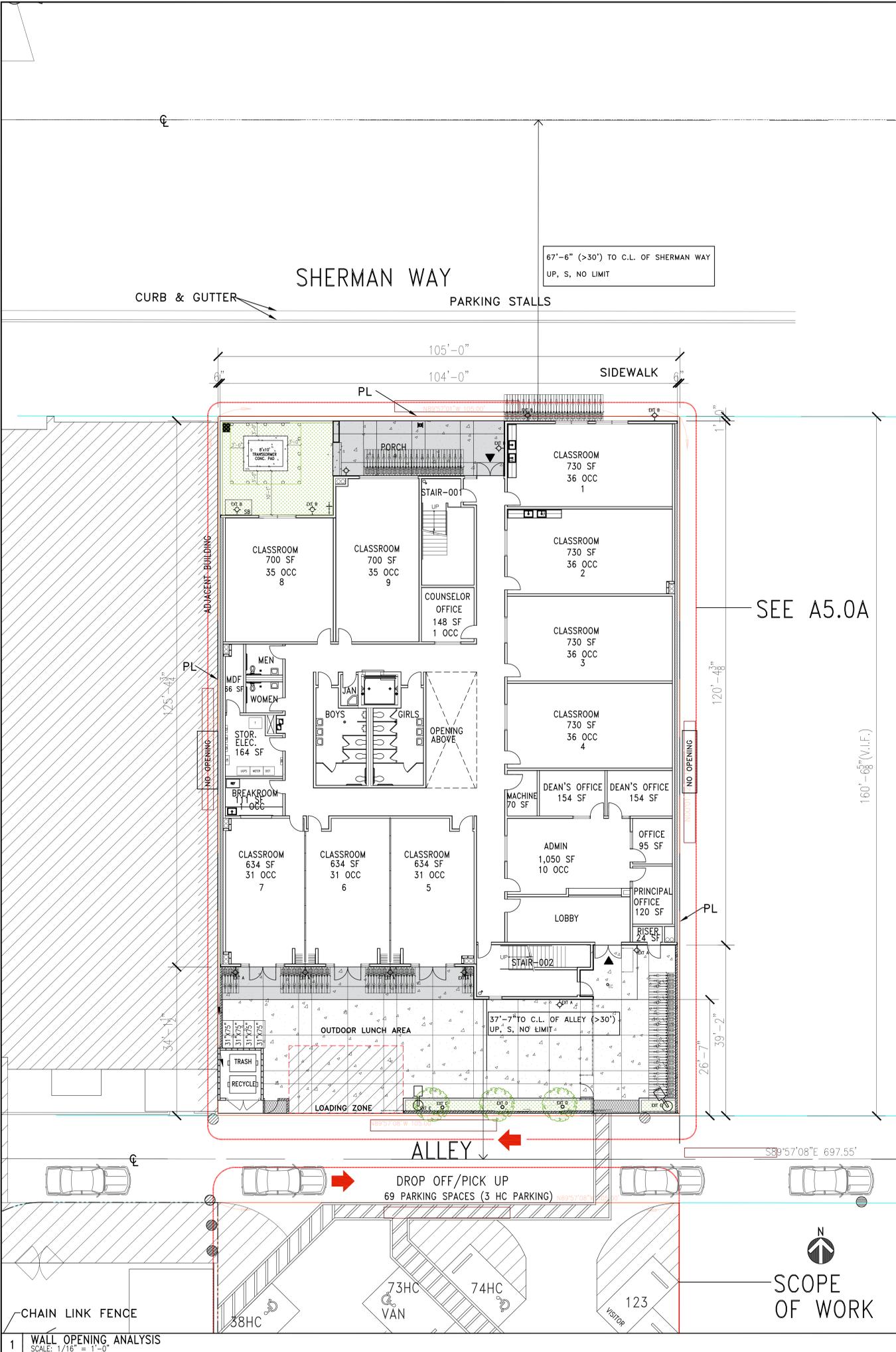
**DRAWING NUMBER:** A0.4

REV	DESCRIPTION	DATE
1	PLAN CHECK #1	6/14/2017
2	PD PLAN CHECK	10/31/2017
3	PD PLAN CHECK	12/14/2017



<b>PROJECT</b>	
MAGNOLIA SCIENCE ACADEMY	
PROJECT ADDRESS 18220 SHERMAN WAY, RESEDA, CA 91335	
<b>DRAWING TITLE</b>	
BUILDING LIMITATION	
DATE: 12/14/2017	ISSUE DATE:
SCALE: AS NOTED	DRAWING SCALE:
DRAWING NUMBER:	

**A0.4A**

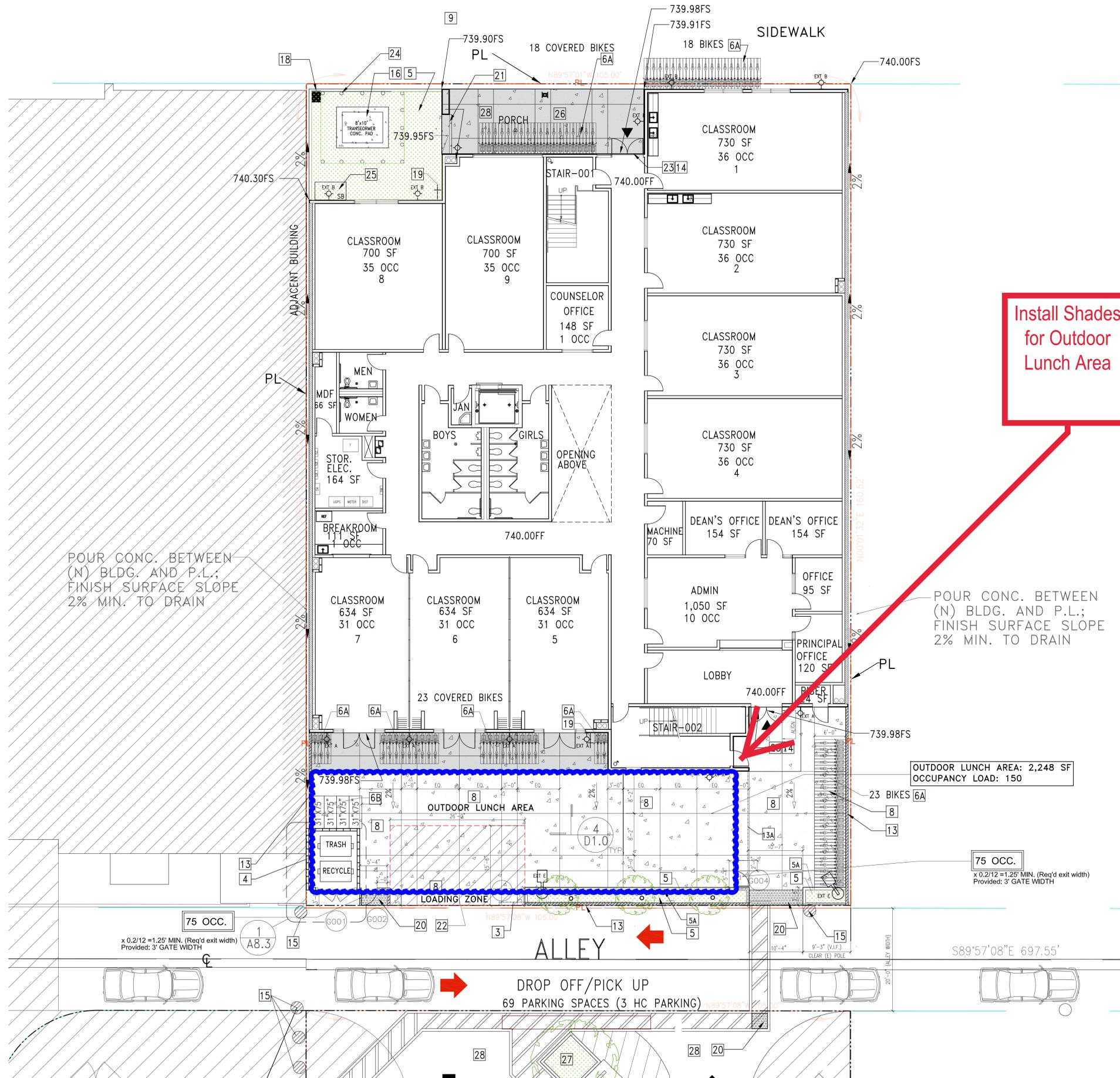


# SHERMAN WAY

CURB & GUTTER

PARKING STALLS

SIDEWALK



Install Shades  
for Outdoor  
Lunch Area

## SITE KEY NOTES

- 1 HC STRIPING, SEE SHEET A0.2 FIG. 11B-502.2, "NO PARKING" SIGN PAINTED IN 12" MIN. PER 11B-812.7.3
- 2 CONCRETE WHEEL STOP TYP. SEE DETAIL 1/D1.0
- 3 NEW 8'-0" HT. 26'-0" WIDE W.I. SLIDING GATE, SEE DOOR SCHEDULE
- 4 TRASH/RECYCLING ENCLOSURE W/ 8' HT. SPLIT-FACE PROTO II WALL, SEE A8.3
- 5 LANDSCAPE AREA. SEE LANDSCAPE PLANS
- 5A 6" HT. CONC. CURB AT PLANTER
- 6A PROVIDED 82 - SHORT TERM BIKE PARKING SPEC. PER CITY OF LOS ANGELES (SEE A0.6) (41 COVERED)  
STANDARD PLAN NO. S-671-0  
EACH BICYCLE PARKING SPACE SHOULD BE MIN. 6' IN LENGTH  
SEE SPEC. ON SHEET A0.6  
FINISH: GALVANIZED
- 6B PROVIDED 4 - LONG-TERM BICYCLE PARKING SPACES (SEE A.6)  
LOCKABLE, PERMANENTLY ANCHORED BIKE LOCKER FOR 2 BIKES  
SPECS: MADRAX OR EQUAL  
MODEL: MLN-2 BIKE LOCKER  
COLOR: T.B.D.
- 7 DESIGNATED PARKING FOR ANY COMBINATION OF LOW-EMITTING, FUEL-EFFICIENT & CARPOOL/VAN POOL VEHICLES. PAINT "CLEAN AIR/VANPOOL/EV" WORDS ON GROUND AS SHOWN ON PLAN. THE LOWER EDGE OF THE LAST WORD ALIGNS WITH THE END OF THE STALL STRIPING AND IS VISIBLE BENEATH A PARKED VEHICLE. PAINT COLOR TO MATCH STALL STRIPING.  
PROVIDE 6 PARKING SPACES FOR ANY COMBINATION OF LOW-EMITTING, FUEL-EFFICIENT, AND CARPOOL/VAN POOL VEHICLES, PER TABLE 5.106.5.2
- 7A SURFACE MARKING "EV CHARGING ONLY". COMPLY WITH CBC 11B-812.9
- 7B EV IDENTIFICATION SIGNS, SIGN IDENTIFYING VAN ACCESSIBLE EV SPACE SHALL CONTAIN THE WORDS "VAN ACCESSIBLE" PER 11B-812.8
- 8 SCORED UNCOLORED CONCRETE PAVING WITH SMOOTH CEMENT FINISH, SEE DETAIL 4/D1.0 CONCRETE MATERIAL WITH INITIAL SOLAR REFLECTANCE OF AT LEAST 0.30
- 9 REPAIR ALL BROKEN, OFF-GRADE OR BAD ORDER CONCRETE CURB, GUTTER AND EXISTING SIDEWALK ALONG THE PROPERTY FRONTAGE.
- 10 DOUBLE STRIPING OF STALLS SHALL BE PER FIG.7 OF THE CITY OF LA BLDG. DEPT. STANDARDS
- 11 3' H. BOLLARD WITH POWER OUTLETS FOR ELECTRICAL CHARGING STATIONS  
TWO DEDICATED 208/240V 40 AMP, GROUNDED AC OUTLETS SHALL BE PROVIDED. SEE ELECTRICAL PLAN. A SEPARATE ELEC. PLAN CHECK IS REQUIRED TO VERIFY THE RACEWAY METHODS, WIRING SCHEMATICS AND ELECTRICAL CALCULATIONS FOR THE ELECTRICAL CHARGING SYSTEM. THE ELECTRICAL SYSTEM SHALL HAVE SUFFICIENT CAPACITY TO SIMULTANEOUSLY CHARGE ALL ELECTRIC VEHICLES AT THEIR FULL RATED AMPERAGE.  
THE SERVICE PANEL OR SUBPANELS SHALL HAVE SUFFICIENT CAPACITY TO ACCOMMODATE THE REQUIRED NUMBER OF DEDICATED 40 AMPERE MIN. BRANCH CIRCUITS FOR THE FUTURE INSTALLATION OF THE EVSC (5.106.5.3). PROVIDE 4 EV SPACES, PER TABLE 5.106.5.3.5
- 12 PAINT LETTERS "VISITOR" ON GROUND.
- 13 5' WROUGHT IRON FENCE ON TOP OF THE 3' MASONRY WALL W/PERFORATED PANEL, NO MORE THAN 50% OF THE FACE IS OPEN, SEE 9/A8.3
- 13A 8' WROUGHT IRON FENCE W/PERFORATED PANEL, NO MORE THAN 50% OF THE FACE IS OPEN
- 14 PROVIDE DOOR BUZZER AND COMMUNICATION DEVICE WITH CONDUIT TO MAIN ENTRANCE
- 15 EXISTING POWER POLE. V.I.F.
- 16 NEW PAD TRANSFORMER, SEE ELECTRICAL PLANS
- 17 CONC. CURB, SEE DETAIL 2/D1.0
- 18 FDC
- 19 INSTALL A HOSE BIB AT THIS LOCATION. REFER TO PLUMBING ENGINEERING PLANS FOR FURTHER INFO.
- 20 3'-0" MIN. WIDE BAND OF DETECTABLE WARNING, W/TRUNCATED DOMES, DETAIL SEE 1/A0.2.5 OVER CONCRETE PAVING
- 21 LOW STUCCO WALL, SEE DETAIL 2/A6.5
- 22 400 SF LOADING SPACE, 26'-0" X 15'-6"
- 23 ENTRANCE
- 24 STANDARD 31" H STEEL BOLLARD INSTALLED 60" O.C.  
MFG: RELIANCE FOUNDRY CO. LTD.  
MODEL: R7835, INSTALLED BY ANCHOR CASTING  
COLOR: PAINT YELLOW
- 25 SWITCH BOARD, SEE ELECTRICAL PLAN
- 26 PERMEABLE PAVER, SEE CIVIL PLAN
- 27 TREE WELL WITH 6" CONC. CURB AROUND, SEE LANDSCAPE PLAN

POUR CONC. BETWEEN (N) BLDG. AND P.L.; FINISH SURFACE SLOPE 2% MIN. TO DRAIN

POUR CONC. BETWEEN (N) BLDG. AND P.L.; FINISH SURFACE SLOPE 2% MIN. TO DRAIN

OUTDOOR LUNCH AREA: 2,248 SF  
OCCUPANCY LOAD: 150

75 OCC.  
x 0.2/12 = 1.25' MIN. (Req'd exit width)  
Provided: 3' GATE WIDTH

75 OCC.  
x 0.2/12 = 1.25' MIN. (Req'd exit width)  
Provided: 3' GATE WIDTH

ALLEY  
DROPP OFF/PICK UP  
69 PARKING SPACES (3 HC PARKING)

REV	DESCRIPTION	DATE
1	PLAN CHECK #1	6/14/2017
2	PD PLAN CHECK	10/31/2017
3	PD PLAN CHECK	12/14/2017



PROJECT	
MAGNOLIA SCIENCE ACADEMY	
PROJECT ADDRESS	
18220 SHERMAN WAY, RESEDA, CA 91335	
DRAWING TITLE	
ENLARGED SITE CONSTRUCTION PLAN	
DRAWN BY	ISSUE DATE
12/14/2017	
JOB NUMBER	DRAWING SCALE
AS NOTED	
APPROVED BY	DRAWING NUMBER



Rooftop Area

1st Floor Outdoor Area





## Exhibit C

### Universal Awning Rendering of Shade Project



## ESTIMATE



**Magnolia Science Academy**  
18220 Sherman Way  
Reseda, CA 91335

**Universal Awning**

7053 Canby Ave.  
Reseda, CA 91335

Phone: (818) 882-0027

Email: Info@universalawning.com

Estimate # 001627  
Date 06/14/2021

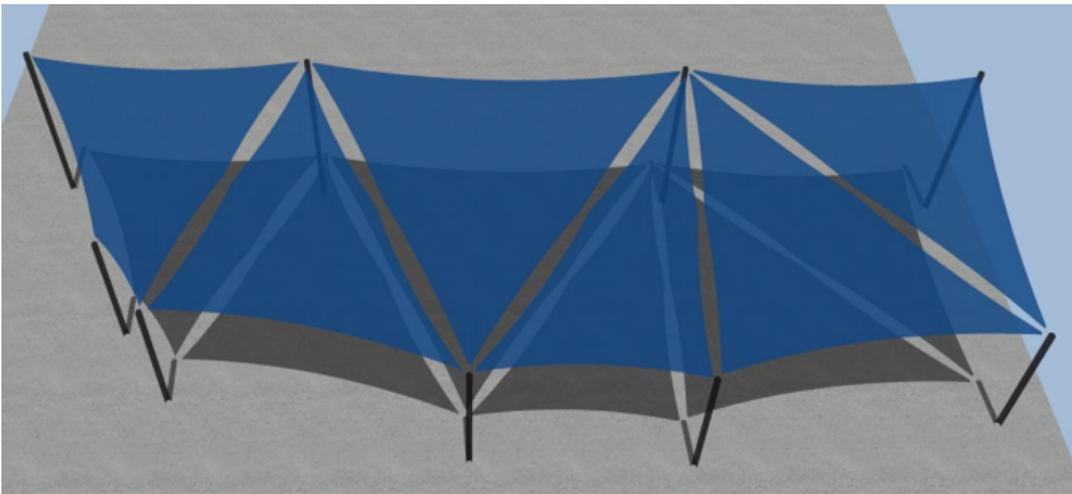
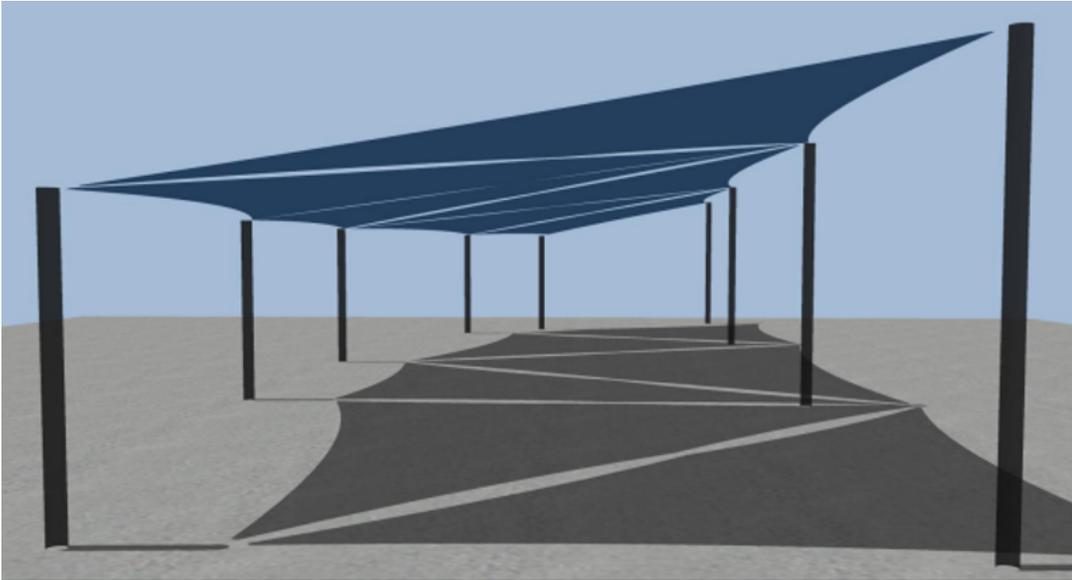
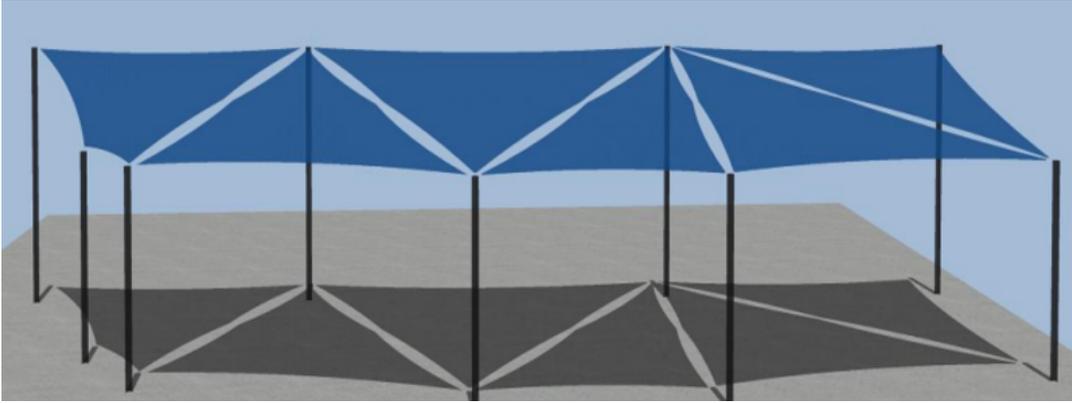
Description	Quantity	Rate	Total
Sail Shade Structures (6 sails)	1.0	\$68,750.00	\$68,750.00
Materials: Steel, Commercial Ninety-Five 340 FR Skyblue #495626			
Dimensions:			
Sail Shade Structure (Post to Post Measurement from Plan View)			
24'-9" x 24'-9" x 25'-8"			
23'-3" x 25'-9" x 29'-4"			
29'-4" x 33'-7" x 31'-0"			
30'-6" x 24'-10" x 18'-0"			
25'-0" x 33'-0" x 25'-11"			
32'-9" x 25'-4" x 21'-0"			
Elements: 6x6x1/2" steel tube (9 total posts), 6"x6" caps, 12x12x1/2" base plate, 3/8" galvanized cable, 5/8"-11 Galvanized threaded rod, 5/8"-11 Galvanized Hex Nuts, 5/8" x 1-5/16" OD x .09 thick galvanized flat washer, 3/8" Nicopress aluminum oval sleeve, 1/2" galvanized screw pin anchor shackle, 5/8"-11 galvanized eye nut, 5/8" x 6" galvanized jaw and jaw turnbuckle, Commercial Ninety-Five 340 FR Skyblue #495626 Fabric.			
Fabric: Commercial Ninety-Five 340 FR Skyblue #495626			
Templates & Measurements: Included.			
Shop Drawings: Included. 1 drawing, 2 revisions any additional \$110.00 per hour.			
Permits: Not included.			
Engineering: Not included. If elements change due to required engineering subject to additional charge.			
Graphics: Not Included.			
Finish: Roller primer on all metal.			
Delivery & Installation: Included.			
Prevailing Wages: This project was priced as a NON-prevailing wage			

job, if the project requires prevailing wages we will resubmit our proposal to reflect the additional cost.

Notes: Due to the volatile material prices this quotation is valid for 7 days. Advance bill of material is required to be paid to secure material pricing. Concrete footing by others, we will set our posts on pre-dug hole.

---

<b>Subtotal</b>	\$68,750.00
<b>Total</b>	<b>\$68,750.00</b>



All down payments are non-refundable three business days from the signing of this contract. With respect to the above, it is agreed that three quarters of the above mentioned sum is for the cost of materials, fabrication labor, sales tax and balance is for the cost of installation labor.

In the event of default of any installment, the unpaid balance shall become due and payable forthwith at the option of the Contractor without notice.

All expenses incurred in the collection of monies due per this agreement whether by arbitration or judicial process including attorney's fees and cost shall be paid by you the purchaser.

Note: This proposal may be withdrawn by Universal Awning & Shade, Inc. at any time prior to its acceptance, and shall expire by its own terms if not accepted within 7 days. Due to the volatile steel prices this quotation is valid for 7 days. Advance bill of material is required to be paid to secure material pricing.

An initial service charge of 5% of the outstanding balance will be charged on balances not paid within five days of payment due date. service charge of 1.5% will be added each month to the balance remaining unpaid.

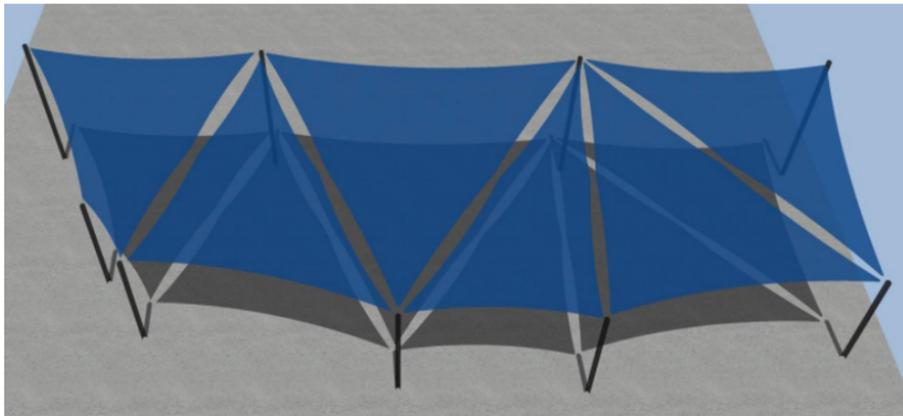
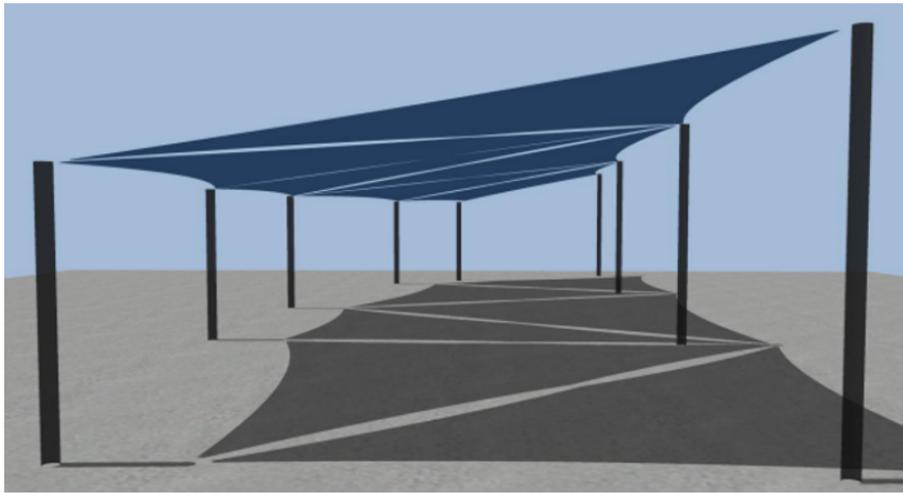
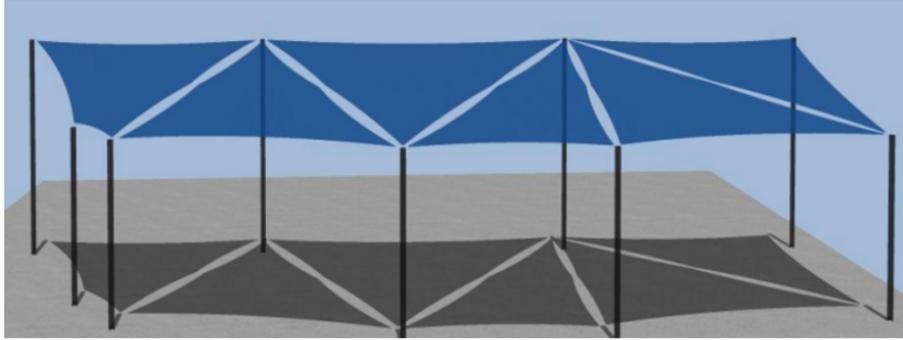
This quotation is not binding and does not become a contract unless signed below by UNIVERSAL AWNING & SHADE, INC. EXECUTIVE OFFICER.

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Universal Awning - Cody Clapp

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Magnolia Science Academy





## Exhibit D

### Schools in Action Additional Funding Description

# SCHOOLS IN ACTION



Due to the pandemic, Schools in Action was able to apply for additional funding for the meal program. We would like to pay for additional meal program costs for your schools.

The amount of money is based on the number of meals that your school site served during the pandemic, and differs from organization to organization.

**Deadline:** Expenses must be submitted no later than May 1st, 2021

- *This allows us enough time to review and send back for corrections if needed.*

Here is the amount that your schools have to spend:     **\$64,841.63**    

Uses of Money	Explanation	Necessary Materials/What needs to be provided	Considerations for the school:
Coding additional meal program services	There might be other people who worked for the meal program in some capacity during the pandemic. This might include: -Security -Administration -Office manager	Invoices with timecards/tracking: <ul style="list-style-type: none"> <li>• An invoice for the salary with the percentage of hours worked on the meal program (for example, annual salary \$60,000, 4 hours weekly for 22 weeks of meal services.</li> <li>• Dates/hours must be provided</li> <li>• The staff member should sign off on the invoice, as should the school administrator</li> </ul>	The money coded to the meal program should not be coded elsewhere on your books. For example, if an administrator is coded to another restricted fund source, they cannot be double coded.
Capital Expenditures	This is equipment for meal services and can include: lunch tables, serving tables, canopied tents, microwaves, fridges, etc.	Description of the item, cost, and how the item will support the school food service. <ul style="list-style-type: none"> <li>• Additional information includes estimated cost, source of bids, how old equipment will be disposed off, etc.</li> </ul>	The SIA team can help with the write up and explanation if you share what type of equipment you need/would like.
Additional meal program support	If additional support for meal service is needed.	Invoices with timecards (same as above)	Same coding restrictions

# Cover Sheet

## Approval of Special Education Compliance Guide

<b>Section:</b>	IV. Action Items
<b>Item:</b>	K. Approval of Special Education Compliance Guide
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Special Education Compliance Guide.pdf



Board Agenda Item #	IV K: Action Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer Artis M. Callaham, Director, Special Education and Support Services
RE:	Special Education Compliance Guide

### Proposed Board Motion

I move that the board approve the Special Education Uniform Compliance Guide for Magnolia Public Schools.

### Introduction

- What services are being provided?
- Why is this contract/service needed? The compliance guide supports the onboarding, training and professional development of all SPED faculty and staff.
- Is this a school or organization wide implementation? Schoolwide Implementation

### Background

#### History of the Project

- Although Magnolia has always had a strong SPED instructional program, we found the need to strengthen our processes and procedures to improve in our adherence to legal mandates, SELPA compliance and CDE requirements. We elected to work to implement systemic changes magnolia wide and put practices and tools in place to support each unique school in maintaining special education compliance and improving overall services and supports.
- Definition of Systemic Thinking / Systems thinking is a viewpoint that helps organizations view events and patterns in a new light—and respond to them in advanced ways. As a language, systems thinking has unique qualities that help organizations communicate about its many systems. Systems thinking emphasizes wholes rather than parts and stresses the role of interconnections—including the role we each play in the systems at work in our schools. It also emphasizes circular feedback rather than linear cause and effect (Pegasus Communications, 2009).
- Creating Systemic change in schools requires time and effort in order to see long term results. Our school programs at Magnolia are interdependent components forming a complex and unified whole, despite the uniqueness of each school.
- Systematic change is a long-term strategy that changes the organization's culture and the attitudes and values of all stakeholders with the ongoing goal of reducing costs and enhancing quality.

- In an effort to sustain the systems we are creating Magnolia-wide, we have developed a SPED Uniform Compliance Guide policies and procedures to help our schools continue to engage in positive practices.
- The SPED Uniform Compliance Guide was developed and compiled in order to serve as a handbook for all SPED professionals at any MPS school to find the support needed in the areas of SPED Laws, SPED Compliance, Writing Legal IEP's, Hiring Effective Non Public Agencies, and providing guidance and support for effective SPED, 504 and GATE program implementation.

Analysis (If applicable)

- Were RFPs done? N/A
- What negotiations were made? N/A
- What is the research/comparison data? N/A

Budget Implications

The approval of this item will require that MPS incur the cost of editing by YM and C as well as the expense of printing for each MPS school site.

Exhibits (attachments):

- MPS SPED – Uniform Compliance Guide
- Appendix items



**DRAFT**

## Uniform Compliance Guidelines for Special Education

### *A Step By Step Guide to Special Education Compliance for Charter Schools*

The information contained in this compliance guide is collected from the following sources for the purpose of assisting public charter schools in servicing students with special needs.

- Americans with Disabilities Act and related laws and statutes (as indicated throughout)
- American Speech Language and Hearing Association
- Los Angeles Unified School District
- Los Angeles County Office of Education
- The El Dorado Special Education Local Plan Area
- The Board of Behavioral Sciences
- The U.S. Department of Education
- The California Department of Education

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## The First 5 Weeks of School...

(And the next 9 months following)

### Follow these steps for a Successful and Compliant School Year

#### August

##### Week 1-5

##### Week 1

- Search and find the scholars in your school who have exceptional needs.
- Search the SIS System and CAL PADS
- Search Welligent/ SEIS student information systems
- Cumulative Folder Review- Follow-up with requests for records as needed
- Gain SEIS and/or Welligent Access for your Principal, Sped Admin, Coord., Specialist and DIS providers (SEIS via L. Morley or A. Callaham/ Welligent via one access)
- Send Procedural Rights and Safeguards home to all Parents, inclusive of (Uniform Complaint Procedures, 504 Plan and SPED brochures, MPS ADR Policy and all SELPA required information bulletins).
- Attend monthly SPED team meeting
- Complete Individual Service Agreements with the assistance of the Office Tech

##### Week 2

- Review your incoming IEP's/ 504 plans
- Hold an Informational meeting with your new parents of "high-needs" scholars
- Complete the "Strategies for Inclusion" protocol for each meeting, sign and put them in the scholar's cumulative records.
- [Link for Strategies for inclusion Document](#) Form for Completing SIM  
[Link for Strategies for Inclusion Letter](#) Parent Letter for SIM
- Complete needs assessment document for PD's for the school year. [Link for "Magnolia Professional Development workshops"](#)
- Attend monthly SPED team meeting - Share best practices with the SPED team including Para's (Intervention Specialists)

##### Week 3

- Create a Master Calendar for Special Education (Includes: annuals, three years, accommodations, eligibilities and services)
- Complete Passports or SPED summaries for each student with an IEP or a 504 plan
  - Goals for each student
  - Eligibility
  - Accommodations for the classroom and for assessments
- Share best practices with the SPED team including Para's (Intervention Specialists)
- Sample [SPED Calendar](#)

##### Week 4

- Hold all 30 day IEP meetings (new to Magnolia or new to your SPED system, or sig. different program)

- Review and identify all 504 plans - Ensure that meetings are held at least once annually
- Complete assessments and meetings for any outstanding IEP's from the previous school year.
- COP Schools Complete your LAUSD Compliance Checklist/ All Schools review and Complete the Beginning of the year Compliance Checklist in Google Docs and submit to the Special Education Director updated with the accountability team by August 30th!
- Share best practices with the SPED team including Para's (Intervention Specialists)
- Review SEIS for testing accommodations for MAP's, IAB's and CAASP, Collaborate with testing coordinator.

#### Week 5

- Set up your display for parents to obtain SPED Rights, 504 Plan information, Title IX information including uniform complaint procedures. (Sent home in Week 1).
- Data collection of outcomes from prior school year, review to determine the most appropriate implementation plan.
- Implement and monitor faculty and student progress of inclusion programs.
- Share best practices with the SPED team including Paras (Intervention Specialists)
- Present SPED department information to all faculty/staff at your school sites during staff meetings or in-services
- Review graduation plans, transitional plans, complete Cal Pads documents for Juniors and Seniors

#### September

- Sped Coord. and Sped Specialists - Create your weekly schedule for student support and submit it to principals, deans as well as the Director of Sped
- Meet with each Gen Ed teacher to share passports and support plan
- Hold 30 day IEP's/ Schedule hold and complete IEP meetings for the month
- Send assessment plans for any 3 year due dates from Sept through Nov.
- Plan to participate in Weds morning "Go to Meetings" from 8:30 to 9am as need be.
- Review monthly compliance monitoring of DIS service logs, Sped Calendars, Service Schedules and Psych Assessment logs.
- Attend monthly SPED team meeting
- Adhere to any DINC errors if we have a compliance issue

#### October

- Complete IEP progress reports one week prior to the reporting period. All IEP goal sheets monitoring goal progression should accompany the school progress reports for each reporting period.
- Send assessment plans home 75 days before any upcoming 3 year due dates.
- Continue the "Child find" process. Monitor student progress and hold appropriate SSPT/ MTSS meetings for support.
- Continue to implement and monitor overall Specialized Academic Instructional program
- Attend monthly SPED team meeting
- Determine which students are slated for Gifted Assessment/ [Gate Documents](#)
- Disproportionality Self - Reviews Due if applicable

November

- Monthly reminder... Schedule, hold and complete all IEP meetings for the month.
- Send assessment plans home 75 days before any upcoming three year dates(i.e. any January due dates should be mailed).
- Review monthly compliance monitoring of DIS service logs, Sped Calendars, Service Schedules and Psych Assessment logs.
- Attend monthly SPED team meeting
- OLSAT Testing

December

- Complete IEP progress reports one week prior to the reporting period. All IEP goal sheets monitoring goal progression should accompany the school progress reports for each reporting period.
- Send assessment plans home 75 days before any upcoming 3 year due dates.
- Review monthly compliance monitoring of DIS service logs, SPED Calendars, Service Schedules and Psych Assessment logs.
- Complete Quarterly SPED Reports Due by December
- Quarterly SPED Personnel Reports Due [Sample of form](#)
- Attend monthly SPED team meeting - Share best practices with the SPED team including Paras (Intervention Specialists)
- Raven's Testing Completed by 15th
- Soft Deadline for CALPADS merger with SEIS and Welligent (COP 3 Schools checked in December by SELPA) (El Dorado Schools Checked Jan by SELPA and LACOE)

January

- Send assessment plans home 75 days before any upcoming 3 year due dates.
- Review monthly compliance monitoring of DIS service logs, Sped Calendars, Service Schedules and Psych Assessment logs.
- Attend monthly SPED team meeting
- Review Action Plan for PIR indicators if applicable

February

- Prep for SBAC assessments - Ensure that all scholars have been receiving testing accommodations for the school year
- Send assessment plans home 75 days before any upcoming 3 year due dates.
- Review monthly compliance monitoring of DIS service logs, Sped Calendars, Service Schedules and Psych Assessment logs.
- Attend monthly SPED team meeting

March

- Prep for SBAC assessments - Ensure that all scholars have been receiving testing accommodations for the school year - Coordinate with proctors and testing coordinators
- Send assessment plans home 75 days before any upcoming 3 year due dates.
- Review monthly compliance monitoring of DIS service logs, Sped Calendars, Service Schedules and Psych Assessment logs.
- Attend monthly SPED team meeting
- Quarterly SPED reports due [Sample Quarterly Report](#)

April

- Prep for SBAC assessments - Ensure that all scholars have been receiving testing accommodations for the school year
- Send assessment plans home 75 days before any upcoming 3 year due dates.
- 
- Review monthly compliance monitoring of DIS service logs, SPED Calendars, Service Schedules and Psych Assessment logs.
- Attend monthly SPED team meeting
- Submit PIR Action Plans and Updated plans if applicable

May

- CALPADS documentation of SPED seniors who are and are not graduating/ PWN's should also be sent home at this time to have clear communication with parents.
- Check graduates/alumni persistence data. Contact alumni to update documentation for CALPADS
- Transition IEPs must be held for all transitioning scholars
- Complete IEP progress reports one week prior to the reporting period. All IEP goal sheets monitoring goal progression should accompany the school progress reports for each reporting period.
- Send assessment plans home 75 days before any upcoming 3 year due dates.
- Complete all assessment related IEPs this month.
- Submit Tracking Data for 2019 Graduates

June

- Quarterly SPED Reports due
- Quarterly SPED Personnel Reports Due
- Assign SPED Funding for the next school year
- CALPADS Documentation Deadlines for all SPED data
- Complete any outstanding IEP's
- Submit Fiscal Documentation of all STEPS, Low Incidence and SELPA grants or reimbursement of Legal Costs by 6/30/2020.
- Program Evaluations Complete (All SPED Team)
- Submit Strategic plan for next school year (Sped Director)
- Update list of students with exceptional needs who are returning
- Coordinate ESY and sped summer plans

August

- Review incoming IEP's for the following school year to determine the need for the following:
  - Strategies for inclusion meetings to adjust services as needed for FAPE
  - Determine the number of 30 day meetings needed/ divide 30 day responsibilities among the team to ensure support for timely completion.
- Begin developing SPED Calendars for the next school year.

## Special Education Training 101

(All Principals, Teachers, SPED Teachers, School Psychologists and Administrators should review this section at least annually)

### Comprehensive Local Plan for Special Education

#### Definitions

Free appropriate public education (FAPE) means special education and related services that are available to an eligible child at no charge to the parent or guardian, meet educational standards, and conform to the child's IEP. (20 U.S.C § 1401(9); 34 C.F.R. § 300.17.) The right to FAPE extends to students who are suspended or expelled or placed by the charter LEA in a nonpublic, nonsectarian school or residential placement. (34 CFR 300.17, 300.101, 300.104)

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, shall be educated (including nonacademic and extracurricular activities and services) with students who are not disabled., (20 U.S.C. § 1412(a)(5), 34 CFR 300.107, 300.114, 300.117; Ed. Code § 56342, subd. (b).) Special classes, separate schooling, or other removal of students with disabilities from the general educational environment, shall occur only when the nature or severity of the disability is such that education in the general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special education means instruction which is specially designed to meet the unique needs of students with disabilities whose educational needs cannot be met through modification of the regular instruction program and is provided at no cost to the parents. It also includes those related services that may be needed to assist students to benefit from specially designed instruction. Special education includes but is not limited to: regular education; resource specialist programs; designated instruction and services; special classes; nonpublic, nonsectarian schools; state special schools; specially designed instruction in settings other than classrooms; itinerant instruction in settings other than classrooms; and instruction using telecommunication, instruction in the home or instruction in hospitals or institutions. (Ed. Code, § 56361.)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

- Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards.
- Travel training
- Career technical education
- Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

Elements of the Local Plan - (Rationale, all LEA's Must Align with a SELPA for SPED Monitoring, support and Guidance) This section is for informational purposes.

Note: Education Code 56205 details the elements that must be included in the local plan developed by the special education local plan area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the IDEA (20 USC 1400–1482), and the Americans with Disabilities Act (42 USC 12101–12213).

The special education local plan (SELPA) shall include, but not be limited to, the following:

- Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201.
- An annual budget plan and annual service plan adopted at a public hearing held by the SELPA. The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public.
- A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met.
- A description of a dispute resolution process
- Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205.
- A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303.

(Ed. Code § 56205 (a).)

A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Ed. Code § 56206)

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Ed. Code § 56206(d))

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code § 56195.1 and 56195.7. (Ed. Code § 56195.8)

### Identification and Evaluation of Individuals for Special Education

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).)

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.)

Within 15 days of a referral for initial assessment the LEA shall provide the student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral.

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321(b))

- Be in a language easily understood by the general public
- Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
- Explain the types of assessment to be conducted
- State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEA. The Charter LEA shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant Section 300.323(c)(1) of Title 34 of the Code of Federal Regulations. (Education Code 56344)

If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). ) In the event that an authorized parent does not consent to an initial evaluation the Charter LEAs shall not be considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1)(D)(ii)(I)&(II).

Informed parental consent means that the parent/guardian:

- Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
- Understands and agrees, in writing, to the assessment
- Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
- (34 CFR § 300.500)

If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC § 1414(a)(1)(D)(iii)(I).

Note: Pursuant to Government Code 7579.5, when a student is a ward of the court, the charter LEA should appoint a surrogate parent only when the court has limited the rights of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him/her. Since Welfare and Institutions Code 361 and 726 require the juvenile court to appoint a responsible adult when the court limits parental rights, rarely will it be necessary for the Charter LEA to appoint a surrogate because that appointment would be superseded by the court's appointment of a responsible adult or foster parent.

Surrogate parent means an individual assigned to act as a surrogate for the parents/guardians when a parent cannot be identified or located with reasonable efforts. The surrogate parent may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual. (34 CFR 300.519; Education Code 56050)

The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists

- Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student.
- The rights of the parent/guardian of the student have been terminated in accordance with California law.
- The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.
- (Education Code 56301; 20 USC 1414(a)(1)(D)(iii)(II)(aa)-(cc))

As part of the assessment plan, the parent/guardian shall receive written notice that:

- Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational

recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.

- In making a determination of eligibility, a pupil will not be determined to be an individual with exceptional needs if the determinant factor for the determination is:
  - A lack of appropriate instruction in reading
  - Lack of appropriate instruction in mathematics
  - Limited English proficiency OR
  - Otherwise does not meet eligibility criteria under 34 CFR 300.8
- If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502.
- If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.
- The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.
- If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student.

(Education Code 56329; 34 CFR 300.502)

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days, (Ed Code § 56043(f)(1))

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).)

A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and support for these individuals. (Ed. Code § 56445)

## General Information

*Please adhere to the information within this manual and additional direction provided by the Director of Special Education and Support Services to avoid a violation of American Disabilities Act, Special Education and/or CDE Compliance Laws.*

SPED is based on Federal and State Laws. Electing not to follow the guidelines will be a direct violation of what is legal and compliant with regard to special education laws and program implementation.

The core beliefs of the Special Education and Scholars Support Unit

- The needs of scholars come first in all of our work.
- Families are critical partners to MPS school success and we respect and engage this dynamic.
- Supporting classrooms is an essential component to everyone's success.
- Data collection and analysis is a critical tool to effective program and accountability indicators for program improvement, progress monitoring and academic excellence.

Please feel free to review the following laws for additional information with regard to Special Education and exceptional learners:

- Section 504 of the Rehabilitation Act of 1973
- Individuals with Disabilities Education Act (IDEA)
- Family Educational Rights and Privacy Act (FERPA)
- Every Student Succeeds Act (ESSA)
- Americans with Disabilities Act (ADA)
- California Education Code (Ed Code) 5600 et seq.

### Special Education Legal Background

The Rehabilitation Act of 1973 (PL 93-112), amended in 1992, includes Section 504, which affirms the right of any student or adult who has a mental or physical impairment which inhibits a major life activity including learning; has a history of such an impairment; or is considered by a team of knowledgeable individuals to have such an impairment, from being discriminated against by any program or activity receiving federal financial assistance. This Act also requires that students be given a free appropriate public education in regular education classes, with necessary supplementary aids and services, if they are determined by a school team to be disabled under Section 504 or the Americans with Disabilities Act (ADA). Such eligibility may exist without concurrent eligibility for special education under the Individuals with Disabilities Education Act (IDEA).

The Rehabilitation Act was followed in 1975 by the passage of PL 94-142, the Education of Handicapped Act, which was changed in 1990 to the IDEA. This is the legislation that provides that all students who are eligible for special education must be provided with a free appropriate public education in the least restrictive environment.

The California Legislature implements the provisions of IDEA through the California Master Plan for Special Education. This plan was first implemented statewide in 1980 with the passage of Senate Bill 1870.

Some of the major areas covered by state and federal laws are the following:

- Child Find - Each public school system is responsible to find children with disabilities in its area
- Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent
- Least Restrictive Environment (LRE) - Each child is assured of his/her right of education with non-disabled peers to the maximum extent appropriate to the needs of both
- Due Process - The right of parent participation, and challenge, in all aspects of assessment, identification and placement is assured; involves mediation or administrative hearing procedures and complaint procedure in case of disputes
- Individualized Educational Planning (IEP) - The right of a child to an educational program designed to meet his/her individual needs and based on adequate assessment is assured. At age 14 to 16 this includes the development of an Individual Transition Plan (ITP) to provide for transition into the world of work.

These concepts have been reinforced and interpreted by a number of court cases since the passage of the law. The complexity of these rules and responsibilities has created the need for skilled and knowledgeable administrators who must understand the laws and apply them fairly. The SELPA Administrator is responsible for assuring that:

- All individuals with disabilities receive a free appropriate public education in the least restrictive environment.
- All regular education resources are considered and, where appropriate, utilized on a local or regional basis to meet the needs of students with disabilities.
- A system exists at the regional level for identification, assessment and placement of disabled students.
- A viable system for public education is functioning in the community, with broad participation and interaction involving parents and other agencies serving children and young adults.
- An annual compliance monitoring system implemented, that continues to assure non-compliant items that have been identified through Self Reviews, Verification Reviews, Focused Monitoring or Complaints have and continue to be rectified.

### Overview of Special Education and Governing Laws

Significant changes have occurred in services and programs provided for children with exceptional needs in the public schools of California. These changes have stemmed from new laws and regulations at both the state and national levels, as well as from the spirit of fairness, balance and equality that characterize the public school system in America. New interpretations of existing laws by the courts have further modified and expanded the services required for exceptional students.

Previously, children with disabilities were identified only if their educational needs were obvious. Then, they tended to be placed into programs designed to serve children with similar disabilities in special schools or located separately on comprehensive school sites. Such categorical programs were usually effective in providing specialized services for the populations they served; but in many cases, expectations for these groups were inappropriate in relation to the students' actual potential.

Gradually, the community and public agencies have become aware that children with disabilities can be educated with their non-disabled peers, guaranteeing equal opportunities for all children... including children with disabilities.

This required the sharing of program resources, including transportation, through regional cooperation among public and non-public schools and non-educational agencies.

In the early 1970s, a simultaneous movement across the country resulted in the passage of important federal and state laws. The federal laws were PL 93-112 and PL 94-142. In 1987, PL 99-457 was passed which expanded services to preschool children. In response to these laws, legislation was passed in California which provides the legal foundation for a comprehensive plan in special education and requires local districts and agencies to establish SELPAs to address the needs of all children with disabilities.

These laws and regulations promote changes and procedures leading to such things as the following:

- Accountability
- Annual Reviews of Progress
- California Special Education Management Information System (CASEMIS/CALPADS) Reporting
- Career Training
- Community Involvement and Support
- Compliance Reviews
- Coordination of Resources Among Districts by Regions
- Desired Results Developmental Profile (DRDP) Assessment and Data Reporting
- Due Process Rights
- Educational Benefit
- Full Service to All Students with Disabilities
- Guaranteed Equality of Access
- Improved Self-Esteem for Children with Disabilities
- Increased Parent Participation
- Individualized Educational Programs (IEP)
- Less Restrictive Placements (LRE)
- Local Governance Systems
- Program Evaluation
- Quality Program Reviews
- Social Acceptance of Children with Disabilities
- Staff Development Programs
- State Performance Plan Indicator Data Collection
- Transition from School to Post Secondary Education and Employment

Today, as never before, parents, students and staff work together to make certain that the appropriate services are provided on an individualized basis for every child with a disability. The services are provided through the SELPAs. The Local Plan developed and maintained in each community by the people who live there, is the basis of these improvements and the foundation of services.

The following suggested guidelines are from one of our authorizers. This outlines “best practices” for responding to a parent request for Special Education Services.

- *INITIAL REQUESTS:*
  - *Respond to the written requests for an initial evaluation within 15 days of receipt*
  - *Send an assessment plan with a copy of the “[A Parent’s Guide to Special Education Services](#) Or [Including Procedural Rights and Safeguards](#) Spanish / [Procedural Rights and Safeguards](#) English*
  - *Hold a SSPT meeting per parent’s agreement within 15 days of receipt of the written referral. It should be noted: 1) SSPT meetings should not extend the 15 day timeline and 2) at the conclusion of the SSPT, parent has the right to:*
    - *Forgo the SSPT process for an assessment plan*
    - *Attempt general education interventions which should be documented using attachment C or D of [Bulletin 4140.2](#) / (Non LAUSD schools also comply)*
- *RE-EVALUATION REQUESTS:*
  - *Respond to the written requests for a re-evaluation within 15 days of receipt*
  - *The Charter School must grant a parent request for re-evaluation and send an assessment plan with a copy of the “[A Parent’s Guide to Special Education Services](#) (Including Procedural Rights and Safeguards)” unless a re-evaluation has occurred in the past calendar year. 34 CFR 300.303*

## Developing the Individualized Education Program

IEP Checklist - What to do before an IEP Meeting:

[https://docs.google.com/document/d/1\\_\\_BB2uRBuotP7eLoIPlcO5hVpmhGmlhMVZjZ0LFYasc/edit?ts=5d5457e8#](https://docs.google.com/document/d/1__BB2uRBuotP7eLoIPlcO5hVpmhGmlhMVZjZ0LFYasc/edit?ts=5d5457e8#)

Script to be Read AT the Beginning of EVERY IEP Meeting:

- An IEP Meeting is a collaborative process, and all participants will be provided the opportunity to ask questions and provide recommendations and suggestions.
- The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit.
- The Draft IEP, behavior intervention plan, or assessment plan might change as a result of the IEP team's deliberations.
- The decision on related services and placement will occur during the IEP meeting, unless the team agrees that there is not sufficient information to make a placement determination.
- The team considers the family equal partners in the educational decision - making process.
- Any team member may propose an objective or goal in the IEP, even if it is not included in the Welligent goal bank.
- If you are tape recording this meeting, please let us know at this time. Any recorded information obtained outside of our recording policy, (i.e. 24 hours prior notification to the school or divulged at this moment) can not be used as evidence of any kind in the event of any formal or informal hearing or resolution meeting.
- COP 3 schools only... "If your child is a student who has a moderate to severe disability and was relocated from a Special Education Center to a General Education campus, you should be aware that there remains a continuum of placements available for consideration by the IEP team with respect to placement of your child, including Special Education Centers."

IEP Follow-up Checklist - What to do Following an IEP Meeting:

<https://docs.google.com/document/d/14xAhBSl2PCuKITZcXDJe7EGZ6PprGjSmivoFVCSyHX8/edit?ts=5d5457df#>

## IEP MEETINGS AT MAGNOLIA PUBLIC SCHOOLS

The manner in which an IEP Meeting is conducted will have a significant impact on its effectiveness. The process should ensure that:

- The focus is on the student.
- All participants are viewed as having important contributions
- Communication is in a style and manner that is both understandable and respectful. (Use charts, graphs and PowerPoints when possible).
- The needs of the student guide the decisions made at the meeting.
- The decisions made can and will be implemented.
- Policy requirements are met and Sped LRE/ FAPE laws are followed.

The Meeting itself:

- Begin the meeting on time, or inform participants of any interference for not meeting on time.
- If the meeting is being recorded, advise everyone to speak loudly and take turns speaking.
- State the purpose of the meeting: Examples (Annual Review) “We are here to review the progress that (Student’s Name) has made since the last IEP meeting and to plan (his/her) Free and Appropriate Public education program for the next year.” Example (Initial IEP) “We are here to determine whether (student’s name) has a disability and requires special education and related services and if so, determine the appropriate services to meet (his/her) needs and support (him/her) in accessing the general education curriculum.”
- Introduce the participants and their roles.
- When an interpreter is used, clarify the roles and turn-taking procedures that are to be used (i.e., allow time for all communication to be completely interpreted; speak to the participants, not the interpreter; take turns talking; simultaneous interpretation will occur; or other specific interpreting procedures to be used).
- Distribute the proposed agenda and ask the participants if there are any additions or modifications.
- Changes should only be accepted if they are consistent with the purpose of the IEP meeting and supports FAPE.
- Offer parent(s) copies of Procedural Rights and Safeguards and document within the IEP that these have been provided. COP 3 Schools should also offer A Parent’s Guide To Special Education Services. All COP3 Schools, Provide the IEP and You, if a transition plan is being developed or reviewed, also provide the ITP and you. Review the content with the parents.
  - If the student has reached the age of 18, and we have informed the family at least 12 months prior; and the student has not been determined to be incompetent under State Law, all rights, roles, responsibilities and communication described in the Manual pertaining to the parent are conveyed to the student.
  - Ask if Parents/Guardians/adult-student understand their rights as described in the guide and or explained to them. If they have any questions, please summarize and check for understanding until the parents indicate they understand.
- Tell the team the proceedings and results are confidential and will be used for educational purposes only.
- If the student is in attendance, they may contribute to the meeting by discussing their educational strengths and concerns.

- Throughout the meeting invite parent/student comments and questions. Check for parent and student understanding. Make every effort to include parent suggestions and perspectives in the development of the support plan.
- Any Parent request and the IEP team's response should be documented. If the IEP team decides not to implement a Parent request, the IEP must document what information was relied on to make the decision and what alternatives were considered.
- It is always helpful to invite the parents and student (if present) an opportunity to share their expectations and vision for the student's future, including short and long-term plans.
- Beginning with the year that the student will turn 14 and each annual review thereafter, discuss Magnolia's, and the State's requirements for graduation. Discuss in an effort to determine whether the student will work toward a MPS Diploma, State Diploma or a Certificate of Completion.
  - Fully explain the following and solicit a clear understanding of the following:
    - The difference between a diploma and a certificate of completion.
    - The right of students to continue their education until age 22, unless they have earned a diploma.
    - The courses and credit requirements that must be satisfactorily completed for a diploma.
    - The criteria for receiving a certificate of completion.

### DETERMINING ELIGIBILITY

In order for a student to be eligible for special education services the student must have a disability and a unique learning need that cannot be met through the general education program with appropriate accommodations and modifications. As a result, the student requires special education services to meet his/her unique learning needs as determined through assessment. The student is determined to be an Individual with Exceptional Needs (IWEN).

A student ceases to be eligible for special education if he/she no longer has a disability or a unique need requiring special education. A student may continue to have a disability, but if the student is able to adequately access the general education curriculum- meaning at grade and age expectancy, they may be determined "No Longer Eligible" for special education service.

\*Note: An assessment of the student must be conducted before the IEP team can make this determination. A student may still require support in the form of a 504 plan in certain circumstances.

In determining eligibility, the IEP team should do the following:

- Discuss and consider assessment results.
- If the purpose of the IEP meeting is to determine initial or continuing eligibility or to consider terminating special education and related services, individuals knowledgeable about the assessment findings and who can interpret their instructional implications should give oral reports summarizing the findings from the assessment reports. This information should be communicated in clear, concrete language with minimal use of professional jargon. Encourage team members to ask for clarification if they do not understand what is being presented.
- Discuss the results from any independent educational evaluation(s) conducted by qualified examiners (See Initial Assessment, Reassessment and Independent Educational Evaluation). If the persons conducting the evaluations are present, ask them to summarize their findings. Note:

- Summarize the team's consideration of the independent educational evaluation(s) on the IEP document in FAPE 2 Part 4, Additional Discussion (WELLIGENT) or in the notes section (SEIS).
- Determine whether the student has or continues to have one or more disabilities. When making this determination the IEP team should:
    - Discuss characteristics of the student that support the identification of a disability.
    - Answer the questions on the relevant certification forms for students when determining whether a student has a specific learning disability, emotional disturbance or speech or language impairment eligibility or when re-evaluating a student with these eligibility areas and complete the form.
    - Document the areas of disability that were discussed.
  - Document the areas of disability considered by the IEP team for which the student did not meet eligibility requirements and the reasons why.
  - Determine whether the student has a unique learning need that requires special education services. When making this determination the IEP team should:
    - For an initial IEP, develop and document a profile of the student's functioning, including present levels of educational performance, and the accommodations and modifications that have been tried with the student and their level of success.
    - Discuss whether the student's disability has or continues to have an adverse effect on his/her educational performance.
    - Determine whether the unique educational needs of the student are not primarily due to:
      - Environmental, cultural or economic factors.
      - Lack of instruction in math.
      - Lack of instruction in reading.
      - Limited English proficiency.
      - Social maladjustment.
      - Temporary physical disability.

Note: If the IEP team determines that the student's unique educational needs are primarily due to one or more of the above factors, then the team must conclude that the student is not eligible for special education.

- If it is determined that the student does not have a disability or no longer has a disability and thus is not eligible for special education, the IEP team may discuss other general education accommodations and modifications that might be beneficial.
- If it is determined that the student has a disability, but does not require or no longer requires special education to access his educational program, the IEP team should discuss whether the student is eligible for a Section 504 Plan.

Note: If it is determined that the student may be eligible for a Section 504 Plan, refer the student for the 504 evaluation process.

- o Identify the disability or disabilities for which the student is found eligible and which is the primary disability impacting learning. Document this disability on the Eligibility page of the IEP document.
  - o For COP 3 Schools, additionally document if a Student has a Low Incidence disability.
  - o For SEIS schools, if a student meets eligibility criteria for two categories, including, but not limited to a low incidence disability, a second disability may be listed.
- If it is determined that the student is not or is no longer eligible for special education services, check the “Does not meet eligibility criteria for Special Education Services” or “No Longer Eligible for Special Education Services” box on the IEP.
  - If it is determined that a student no longer requires special education, follow Welligent/ SEIS IEP system procedures for conducting an Exit IEP under the category of “No longer eligible for special education services.”
  - Document the decisions made above on the Eligibility page of the IEP. If it was determined the student is not or is no longer eligible for special education, the IEP meeting can be adjourned. If the student is determined to be eligible, proceed with the meeting.

### DETERMINING THE APPROPRIATE CURRICULUM OF INSTRUCTION

Based on the assessment data, determine whether the student will participate in one or more of the following:

- The general education curriculum for his/her grade level.
- The general education curriculum using accommodations and/or modifications.
- A special education alternate curriculum.

Note: It is the responsibility of the IEP team to determine whether a student will participate in the general curriculum or alternate curriculum, which then determines which standards will be used to assist in developing appropriate goals. General education curriculum is the course of study for all students expected to meet diploma requirements. Alternate curriculum is the course of study for students who are working on alternate achievement standards and is designed for students with significant cognitive disabilities. Alternate achievement standards are aligned with and modified from general education grade level content standards.

The decision to recommend instruction using an alternate curriculum will impact a student’s educational outcomes from the point of the recommendation forward. As such, the decision to recommend a student be instructed using an alternate curriculum should only be made after appropriate information has been gathered and discussed by an IEP team. [COP3/See REF- 6275.0 Guidelines for Individualized Educational Program (IEP) Teams When Considering a Recommendation to Instruct a Student Using an Alternate Curriculum] or [SEIS/See El Dorado SELPA’s Guidelines for considering an Alternative Curriculum].

Note: \* Providing a student a **modification** as opposed to an accommodation in an IEP does not automatically restrict the student(s) to an alternative curriculum or earning a certificate of completion.

## PREVIOUS GOAL ACHIEVEMENT

If the student is receiving special education services, review all annual goals and objectives in the current IEP and determine whether the objectives under each goal have been met or not. All objectives have to be met in order for the goal to be met. For each goal that is not met, determine the reason(s) why and what might be done to better assist the student to meet the goal. Utilizing monitoring information, discuss the progress the student has or has not made. Discuss goal achievement or partial achievement as strengths; not achieved as areas of need.

Note: Prior to the IEP team, team members responsible for each goal should take needed measures to ensure they have current, detailed, and accurate information regarding the student's progress on the goal, as specifically described within the goal.

## DETERMINING PRESENT LEVELS OF PERFORMANCE (PLPs)

Identify performance areas in which the student requires support based on his/her assessed unique needs and the assessment or monitoring information used to make that determination. This data provides the IEP team with the information necessary to individualize a student's educational program.

Examples of performance *areas* include: **health/development**; vision (including low vision); hearing; social, emotional and behavioral status; **general ability**; self-help; academic performance (e.g. reading, written language, math); orientation and mobility; language functions; motor abilities; and career and transition abilities. Present Levels of Performance should be data-driven and include the following:

·Information about results from multiple measures of assessment – Determination should not be made based on one person's assessment. A multi-disciplinary team should evaluate students ensuring that there is no bias and that results are a valid measurement of the child's performance.

- o Student strengths;
- o Areas of need; and
- o Impact of disability statement that identifies the disability, including how the disability impacts the student's involvement and progress in the general education curriculum.
- o Optional fourth Section "Suggestions" – description of what works for the student and accommodations that may benefit academic/behavioral support.

The PLPs can be written prior to the meeting in a narrative form but subject to revision by the IEP team. (Make sure to add parent observations and feedback related to each performance area.)

STUDENT STRENGTHS, document what the student can do. Establish a baseline performance level and be sure to include results of curriculum-based measures. Think about what standards the student has mastered and how the student performs on classroom and homework assignments. Establish baseline performance level by:

- Reviewing multiple assessment measures
- Identifying standards mastered
- Describing classroom academic performance
- Identifying non-academic strengths, such as positive behaviors or social emotional responses.

When discussing STUDENT NEEDS, be specific. Document areas of difficulty for the student. Indicate which standards need to be mastered. Describe the student's classroom performance. This information will enable the IEP team to develop an appropriate goal or determine appropriate accommodations, modifications or services for the student.

- Document areas of difficulty
- Determine standards that need to be mastered
- Describe classroom performance
- Identify specific skills that will be addressed in the following year, and document the student's current, objectively measurable baseline. (E.g. "Student is currently able to read 3 words per minute" NOT "Student reads slowly")
- ***Must clearly link to goal(s) and objectives selected***

IMPACT OF DISABILITY statement **MUST contain these THREE elements:**

- Name the disability
- Describe how the disability is manifested in the specific performance area
- State that the disability impacts the student's involvement and progress in the general education curriculum State the area of disability and describe how the disability impacts the student's academic skills specifically in that performance area and, as such, "impacts the student's involvement and progress in the general education curriculum".

In the event there is no impact of the student's disability on the specific performance area, no corresponding goal would be established and the impact of the disability statement might include the following language, "The student's disability does not impact student's involvement and progress in the general education curriculum for this performance area."

If it is determined by the IEP team that the instruction for the student will be aligned to the alternate curriculum, the impact of disability statement will include the following, "impacts the student's involvement and progress in the general education curriculum to such a degree that his instruction is based on alternate achievement standards using the alternate curriculum."

### ANNUAL GOALS AND OBJECTIVES

For each performance area statement that identifies a student need, develop at least one annual goal. Annual goals represent the IEP team's estimate of what the student can reasonably be expected to achieve with specialized instruction or support during 12 months. Annual goals must be appropriately ambitious, measurable and include conditions that will enable the student to access the goal. The team should answer the question, "With specialized instruction or support what do we expect the student to know or do within a year". All academic goals must be aligned to the California Common Core State Standards.

Additionally:

- Goals developed for related service providers may also be aligned to the content standards.
- Stand-alone goals, goals that cannot be linked to content standards, may need to be developed in relevant performance, e.g. behavior, social emotional learning. Note: Most SEL goals are in the state standards.
- Develop specific, measurable, attainable, relevant, and time-bound goals with appropriate conditions and specific measurement terms to achieve the goal
  - o Goals for students who are far below grade level may reflect anticipated achievement of a prerequisite skills but should be paired with services for remediation of the achievement gap. Reading Foundational (RF) standards goals can be written below grade level to match the instructional needs of students; however, it is best practice to pair the out-of-grade level goal with a grade level goal that addresses reading comprehension.
  - o If a student has a moderate to severe disability and is not participating on the required course of study to attain a high school diploma, goals should be developed based upon alternate achievement standards aligned to the California State Content Standards.
  - o For students with visual impairments, goals should be developed that also address the critical skills they require to access the core curriculum, function independently, and participate meaningfully in educational activities as delineated in the Expanded Core Curriculum (ECC).

During the development of services, determine the type of general education, special education and related services providers who will be responsible for instructing the student in each of the goals. It is possible that more than one person may be responsible. For example, both the general and special education teachers may be providing instruction to ensure attainment of core curriculum IEP goals.

Explain how progress towards goal achievement will be reported to the parent.

Note: IEP goals must be aligned to state standards. Therefore, the use of results from multiple sources of data will allow the IEP team to identify the specific skills/achievement over time.

These MULTIPLE MEASURES or sources of data may include:

- Curriculum based measures (Teacher generated, criterion referenced)
- Diagnostic data (Standardized assessments, ELPAC)
- Curriculum based assessments (MAP Testing – following “scope and sequence”)
- Summative assessments (IAB’s, MAP Testing – MPS wide)
- Other student data sources (Student work-samples, portfolios)
- Parent and teacher/school personnel observation

Note: It is a legal requirement that parents of students with disabilities must be informed of progress and achievement toward IEP goals at least as often as report cards are issued for general education students. Personnel responsible for goals must document student progress towards IEP goals on the IEP Report of Progress and Achievement from Current IEP. Copies of the IEP Report(s) of Progress and Achievement must be provided to the parent or sent home with students when issuing report cards to all students.

- o If the student has been determined to be an English Learner (EL) identify appropriate English language development goals based upon the four domains: listening, speaking, reading, and writing to support the development of English proficiency. Appropriate goals must link to determined areas of need in the English Language Development (ELD) Present Level of Performance that is required for every EL student.
- o If the student is blind or visually impaired, the IEP team must determine if the student requires instruction in Braille and the use of Braille. The team must consider the findings from an assessment of the student's reading and writing skills, needs, appropriate reading and writing media, and the student's future need for instruction in Braille and the use of Braille. If the student requires instruction in Braille or the use of Braille, develop appropriate goals and objectives and document the need for Braille materials and equipment as appropriate.
- o If the student's behavior is impeding learning, a Behavior Intervention Plan should be developed. To do this, relevant data is utilized to identify antecedents to the behavior, a possible function of the behavior, and changes to the student's environment to support the development of more appropriate behaviors. This Behavior Intervention Plan should include the hypothesized function of the behavior and a Functionally Equivalent Replacement Behavior (FERB). The behavior goal should be developed based on the FERB.
- o If Tier I and II supports are in place and the behavior continues, the IEP team should consider a Functional Behavior Assessment (FBA). A Functional Behavior Assessment (FBA) is a systematic process of identifying and understanding behavior(s) that impede learning. Functional Behavior Assessment utilizes data collection (direct and indirect) to gather and analyze information about the student's behavior and accompanying environments in order to hypothesize the purpose or intent (function) of the target behavior and guide the development of function-based, positive antecedent-based, and consequence-based behavioral interventions.

Note: \*If the IEP team determines that a FBA is needed, an assessment plan will have to be developed after the meeting and an IEP team meeting scheduled to consider the findings of the FBA. Complete as much of the current IEP meeting as possible, with the understanding that an amendment IEP meeting will be held once the FBA is completed.

### SUGGESTED VERBIAGE FOR TRANSITIONAL IEPs AT ALL LEVELS

#### ***From Elementary to Middle School:***

A comprehensive program includes:

- Suggestions for helping students form a realistic expectation of what middle school will be like
- Providing a positive and successful first impression
- Ensuring a successful introduction to the middle school experience
- School visitations and having Middle Students share with Elementary Students in an Assembly
- A summer bridge program to provide a less impactful experience for students to become acclimated to Middle School

Parents, too, have concerns and questions about their children's transition from elementary to middle school, so any transition program must include the extensive participation of parents.

A well-planned, systematic transition program involves all the stakeholders: students, school personnel, and parents. Here are some things to consider:

Incoming middle school students should be involved in a variety of activities preparing them for middle school. They should have the opportunity to meet middle school students and teachers in their elementary school. They should have the opportunity to visit the middle school in the spring and meet the staff and students, particularly their homeroom teacher and classmates. Educators in both the elementary and the middle school should provide activities for students that lessen their concerns, build their confidence, and reduce their anxiety.

Current middle school students also should be prepared for and included in orientation presentations -- through a leadership/student government class, a "buddy" system, or other planned ways.

School leaders should plan and provide for several events that involve students, teachers, and parents. These events should focus on providing a positive message about middle school, that it is safe and fun. They should also focus on providing information about the changes that early adolescents will be experiencing.

Elementary teachers, counselors, and other licensed staff members should be aware of the concerns of their students and the anxieties of moving into middle schools. They should be upbeat and reassuring -- and they should not use middle schools as a "threat" or misplaced motivational tool. They should know about the developmental issues, indeed, some of their students in the elementary schools will already be experiencing some of these changes.

Middle school teachers should be well versed in the developmental issues of their students. They also should be aware that students will experience anxieties associated with the change and they should begin before school starts to work to neutralize these anxieties. Visiting elementary schools in the spring, so the students know the teachers, and addressing any questions or concerns on the first day of the school year are two ways to facilitate this easing into the year.

Parents should attend the spring incoming parent night to meet homeroom teachers and begin to establish a relationship with the teachers.

Parents should attend school meetings to learn about the concerns and questions their children have and will have. They should talk with their children about the upcoming school year and emphasize the positive aspects of attending middle school. Parents should watch for signs of depression and be ready to address them.

Parents need to learn about young adolescents and their developmental issues and stages so that they will understand better this new and wonderful person with whom they live, and be able to interact with them in positive ways that build relationships.

### ***From Middle School to High School:***

In an effort to build resilience in our students, we need to provide support in a different way. When writing a transition IEP from Middle to high school, use verbiage that holds the students and parents accountable so that the way the students are supported changes, but does not become non-existent.

Work with your parents to provide opportunities for students to visit their high schools prior to the beginning of the school year.

Connect with your principals, deans and counselors prior to the beginning of school.

Students may be encouraged to follow the plan below for self advocacy:

- Get to know the people and places on your high school campus.
- Read everything you can from the high school including school newsletters and handbooks.
- Organize your days with a planner and keep a calendar that schedules time for homework, extracurricular activities, and fun, too!
- Get involved in student government, sports, clubs, and/or community organizations.
- Check out bulletin boards in your classrooms, on campus, and in the guidance office.
- Really listen to school announcements, classroom and assembly presentations, and attend college and career workshops.
- Make a four-year high school plan for yourself with the assistance of a parent/guardian and your school counselor.
- Talk with your teachers, counselor, or other staff when you have questions or problems.

### DEVELOPING POST SECONDARY GOALS FOR STUDENTS 14 AND OLDER

o Postsecondary goals are required for all students with disabilities with an IEP, beginning at the first IEP that will be active when a student will turn 14 years of age.

o A measurable postsecondary goal is what the student wants and hopes for his or her future in terms of higher education or training, employment, and independent living. Although the student may have several postsecondary goals, the ITP is focused on what they can accomplish within two years after leaving after high school. The annual measurable goals in the IEP outline what schools will do to help the student during high school to achieve the long-term postsecondary goals (transition to adult living).

o Examples of post-secondary goals include:

- Education
  - Continuing or adult education
  - Attend community college
  - Attend a four-year college/university
  - Training/ Vocational training
  - · Apprenticeships
  - · Trade school
- Employment
  - · Competitive employment
  - · Self-employment
  - · Supported employment
  - · Volunteer work
  - · Work/activity program
- Independent Living Skills
  - · Independent living
  - · Semi-independent living
  - · Supported living

- · Living with family/relatives
- · Residential living
- · Mobility

Postsecondary goals must be developed in the following areas:

- Education or training / Employment / Independent living skills

Here are a few samples of free career inventories that can be used for your students 14 and up:

<https://careerwise.minnstate.edu/careers/clusterAssessment>

<https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx>

<https://www.yourfreecareertest.com/>

### **The following steps will assist the IEP team in documenting postsecondary goals.**

- Step 1 of ITP – Assessment: Identify the assessments and report results of the assessments used to determine interests, strengths, preferences, and soft skills in education/training, employment, and independent living skills.
- Step 2 of ITP – Postsecondary Goals and Transition Activities: Postsecondary goals and transition activities: Education/Training: Write or select post-secondary goals and transition activities that align to both the student’s present levels of performance and their identified interests, strengths and preferences. Select a date prior to the next annual IEP by which the activities should be completed and determine which people/agencies will be responsible for supporting the student in completing each activity. Note that at least one person listed as responsible should be from the school site. For more information, consult with the College/ Career Counselors on your campus
- Step 3 of ITP – Course of study: A multiyear description of coursework to achieve the student’s desired postsecondary goals from the student’s current to anticipated exit year.
  - STANDARDS, ACCOMMODATIONS AND MODIFICATIONS
  - Connect families to the Department of Rehabilitation and/or regional center as appropriate

### PARTICIPATION IN STATE AND MPS - WIDE ASSESSMENTS

Explain to parents, that students, in state identified grades, including students with disabilities, are required to participate in the Smarter Balanced Assessment Consortium. (SBAC). The SBAC system replaced the CA Assessment of Student Performance and Progress (CAASPP) and the Standardized Testing and Reporting (STAR) program. A small percentage of students with severe cognitive delays who are being educated in an alternate curriculum, may upon the determination by the IEP team, participate in the California Alternate Assessment (CAA). Students with disabilities must also participate in any MPS-wide student performance assessments or an

alternate assessment to assess the student's skills. Please educate all parents so that they understand that the academic progress of their youngsters may be evaluated using one of the two assessments. There should rarely if ever, be a need for a testing waiver. A disproportionate amount of waivers can result in a DINC error for the LEA.

Students may need accessibility tools or accommodations to access assessments. There are three different levels of support available on state and MPS assessments: universal tools, designated supports, and accommodations. For information on how to determine appropriate supports, reference SBAC Accessibility and Accommodations Guidelines for Smarter Balanced Assessments. Document the necessary accommodations in the IEP.

## SERVICES AND SUPPORTS

Discuss the services that the student will need to reasonably achieve the goals and objectives that were developed, the rationale per the research that supports the recommended services to the extent practicable, and the most appropriate service providers, including general education teachers, special education teachers, least restrictive environment (LRE) facilitators, related services providers, etc. In order for an IEP team to recommend a special education or related service, the goals and objectives agreed to must justify the need for the service and provide the direction necessary to guide the providers' work with the student. In addition, for a student to receive a related service, an assessment, conducted by a qualified assessor, must have indicated the student's need for the service and that the services cannot be provided by a general or special education educator.

Services must be specifically documented within the IEP such that the offer of FAPE is clear and understandable to the parent. The following items must be clearly specified for each service:

- Whether the service will be provided as push-in or pull-out services. Note for COP3 schools: if a student is participating in a special day class or special day school placement, this will not necessarily be reflected in time out of general education.
- Whether the service will be provided individually or in group.
- Whether the service will be provided directly or through consultation with IEP team members
- The location of the service (e.g. regular education classroom, special classroom, virtual)
- The service provider (e.g. Charter School staff, non-public agency. The specific name of an agency or person should *not* be included)

If the service will be provided through a combination of multiple delivery methods, the IEP must detail how many minutes will be provided through each method.

If the IEP team is considering counseling as a related service, refer to the Counseling Services document Tier one and two emotional supports and their impact on the student's ability to regulate emotions, manage self-behaviors and build self-efficacy.

Beginning with the year that the student will turn 14, discuss whether there are any agencies currently or prospectively providing or paying for transition services (e.g. Department of Rehabilitation or Regional Center). If so, document this in the IEP along with whether the parent/guardian or student, if over age 18, gives permission to the MPS to invite these agencies to the next IEP in which transition services will be reviewed.

Discuss the amount of time that the student will require special education and related services. For related services providers, review the amount of time specified under each goal. Calculate on a weekly basis, the percentage of time the student is in school that he/she will be receiving special education and related services.

If necessary, discuss any additional support services that may be needed to support the student's special education and related services. This might include interpreters for deaf students, etc.

Discuss the type of physical education the student should receive. This includes regular physical education (with or without accommodations), specially designed physical education, and adapted physical education.

- Specially designed and adapted physical education (APE) can only be agreed to if an assessment has been conducted, the IEP team has found the student in need of this related service in order to benefit from special education services, and goals and objectives have been developed.
- Discuss any accommodations or modifications the student may require such as: extra time to dress or assistance with a locker, dressing with privacy, etc.

Discuss and document any supports for school staff that may be needed, including professional development and training.

Discuss and document if the student requires assistive technology, using information previously discussed by the team.

- Focus first on specific present levels of performance. Consider any assessment information presented. In addressing the student's need for assistive technology begin with low/no tech (i.e. graphic organizers, color coding, picture boards) to mid-level technology (calculator, books on tape) to higher-level technology (word processor, computers).
- If equipment is recommended, use descriptive terms, not brand names (i.e. tablet not "iPad"). Be sure that the need for assistive technology is documented in the student's present levels of performance, and that goals and objectives incorporate the assistive technology selected. See Assistive Technology and Low Incidence Programs section in this e-PPM for further information.
- If the IEP team determines that assistive technology services are necessary to permit a student to access needed technology or devices, a goal must be developed to support this service (e.g. a goal for increased use.)
- Note: Assistive Technology excludes surgically implanted medical devices or replacement of such devices.

Determine whether the student qualifies for low incidence services. The MPS can receive State funding to support the special equipment needs and services of students with low incidence disabilities: students with a visual impairment, students who are deaf or hard of hearing and students with a severe orthopedic impairment. Please note: \* Autism is no longer considered a low-incidence eligibility.

The need for low incidence equipment and/or services is assessed by the classroom and/or special education teacher and appropriate related services professionals and determined by the IEP team.

The following are examples of the specialized equipment and/or services.

- Specialized communication instruction/equipment (i.e. Braille, American Sign Language, Fingerspelling, communication boards and/or communication devices)
- Specialized materials and equipment to access curriculum (i.e. Braille readers/writers, amplification devices, specialized computer hardware and/or software)
- Specialized transportation
- Specialized equipment/instruction to acquire daily living skills
- Assistance with personal needs
- Specialized career and vocational instruction

Document Additional Factors if the student qualifies for low incidence services.

Document the need for any low incidence specific instruction, accommodations, and /or equipment in the IEP as appropriate.

Note: Low Incidence services can only be agreed to if an assessment which should include a medical diagnosis related to the low incidence disability has been conducted, the IEP team has determined that low incidence service(s) are necessary for the student to benefit from special education services, and has developed appropriate low incidence goals and objectives. If the IEP team determines that a medical diagnosis is necessary, MPS must facilitate and fund a doctor's visit for this purpose.

### EXTENDED SCHOOL YEAR

Determine whether the student requires extended school year (ESY) services. ESY services are provided during the summer/intersession for a student who the IEP team determines will experience a loss of skills (regression) during the break from school that he/she will not recoup in a time frame comparable to typical students upon return to school. Most students regress during school breaks and recoup their lost skills within an expected period of time when school reconvenes. For a student to have a regression and recoupment problem, the IEP team must consider the student's past performance and determine that the student is at risk of not recouping skills within the normally expected period of time. A student with severe disabilities may also be eligible for ESY services if he/she requires such services in order to attain critical skills that are essential to the progress of the student and lead to independent functioning and integration with nondisabled individuals.

### PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

Explain the following: That the IEP team has the responsibility to determine the appropriate educational setting for the delivery of the services.

- The legal principle of "least restrictive environment" requires that to the maximum extent appropriate, students with disabilities should be educated with students who are not disabled.
- That placement in a special class or separate schooling should only occur when the nature or severity of the student's disability is such that education in a general education class with appropriate accommodations, modifications, services and supports cannot be achieved satisfactorily.
- That the MPS provides a continuum of placement options that are listed from the least restrictive to the most restrictive.

- o Review the least restrictive to the most restrictive.
- o Explain that, consistent with the principle of serving the student in the “least restrictive environment”, consideration of the appropriate placement option for the student should begin with the general education classroom.
- o If the student will receive any special education services outside the general education classroom, the rationale must be considered and discussed by the IEP team and documented on the LRE Analysis page of the IEP.
- o Progressing through the continuum, discuss and document the placement options and whether the student’s goals and objectives, with the accommodations, modifications, services and supports previously agreed to can reasonably be met. If the team rejects a less restrictive option, it must consider and document why that option has been rejected.
- o Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student’s language and communication needs, opportunities for direct communications (without an interpreter) with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode.

If the behavior of the student is a factor in the placement decision the IEP team must address the following:

- o Ensure that school-wide and classroom behavioral expectations are defined, taught, reinforced, monitored and corrected by school site staff with fidelity.
- o What are the behavioral expectations in the student’s classroom(s)?
- o Has a collaborative team consisting of people with expertise and experience working with the student and his/her family been assembled to support the student by developing positive behavioral supports?
- o Do behavioral supports need to be developed for the student’s behaviors, which are not considered to be serious? If so, have the specific behavioral goals and objectives, consistent reinforcements and social skills to be taught, been written into the IEP? If not, add them.
- o Is the student demonstrating behaviors which interfere with daily learning? Has a Behavior Intervention Plan been developed that identifies the communicative intent of the behavior(s), the antecedent/environmental factors contributing to the behavior(s), social skills to be taught, goals and objectives and needed accommodations, modifications, services and supports?

If a Behavior Intervention Plan has not been developed, the IEP team should develop one.

- If the student demonstrates behavior that significantly interferes with the implementation of the student’s IEP goals and objectives, has a Functional Behavior Assessment (FBA) been conducted?
- If not, the IEP team should consider requesting a Functional Behavior Assessment before considering placement in a more restrictive environment.
- If the student has had a Functional Behavior Assessment, has a Behavioral Intervention Plan been developed by the IEP team? If not, the IEP team should consider developing one.

In considering the above be sure to identify and document on the IEP the following:

- o Previously effective means of addressing the behavior.
- o The team members involved in implementing the Behavior Intervention Plan.
- o The current classroom management practices that will be augmented.
- o The function-based, positive antecedent-based and consequence-based behavioral intervention and instructional strategies that will be employed.
- o The settings in which the Behavior Intervention Plan will be consistently used.
- o The acceptable interventions to ensure the safety of the student and others according to MPS standards.

Note: IEP teams should not agree to the placement of a student in a more restrictive environment, because of the student's behavior, until a Behavior Intervention Plan has been developed and implemented. When considering placement in the general education classroom the following must be addressed and documented on the IEP:

- What modifications or accommodations need to be provided by the general education teacher in order for the student to be involved in and progress in the general curriculum, be held to high achievement standards, appropriately interact with non-disabled peers in the classroom and activities outside of the classroom, including extracurricular activities?
- What specific services are necessary to support the general education teacher in providing the modifications or accommodations?
- What specific special education and related services need to be provided?

If the IEP team is considering placement outside of the general education classroom the following must be addressed and documented on the IEP:

**IEP discussions regarding placement outside of the general education classroom should include MSA Principal or Director of Special Education and Support Services. If needed, recess the IEP meeting and reconvene with required team members.**

**If placement outside the general education classroom may be discussed, the IEP team should include a representative who can speak to alternate placements. If a contracted placement, such as a District SDP or NPS placement is considered, a representative of the placement should be included in the team meeting if possible.**

- Identification of the general education courses and subjects to which the student will be assigned.
- How the general education teacher(s) and special education teacher(s) will collaborate to enable the student to maintain access to the general curriculum with any needed modifications and continue to develop meaningful relationships with peers.
- How the student will participate with non-disabled peers, socially and/or academically.
- How the collaborative team can use the student's strengths in providing instruction. A plan to support the student's movement to a less restrictive environment, including activities that will be conducted to

implement the plan. If the IEP team is considering a placement outside of the student's school of residence, the Least Restrictive Environment Analysis Checklist.

- Complete the LRE Analysis page as an IEP Team and refer to the LRE Flowchart on the analysis form for guidance.

### OFFER A FREE AND APPROPRIATE PUBLIC EDUCATION

Review the services, curriculum, accommodations, modifications, supports, assistive technology and instructional setting that have been determined during the course of the IEP meeting to ensure consensus.

Ensure that all applicable sections of the IEP pages have been completed and reviewed with parent. Encourage the parent to ask questions if the offer is not clear.

Ensure that the offer of FAPE is a true Free and appropriate public education offered in the student's least restrictive environment. Ensure that all supports necessary for the student to access the general education curriculum are included in the offer/ IEP.

### PROCEDURES FOR RECESSING IEP MEETINGS

In a situation where an IEP team meeting may not be concluded in one day and will be reconvened on another, parents have a right to receive a printed copy of the DRAFT or WORKSHEET of the IEP document. Explain that the official document outlining our offer of FAPE will be provided when the meeting continues and is completed.

When we recess a meeting, the reason for recessing the meeting must be documented and a projected reconvene date determined and documented.

Please review the Post IEP Checklist referenced above and complete all follow up actions following the IEP meeting.

### FACILITATE TIMELY (10 DAYS MAXIMUM) IMPLEMENTATION OF THE IEP AND COMPLIANT SPECIAL EDUCATION PROCEDURES.

The school site Director/Principal is accountable for the implementation of the IEP. Immediately subsequent to the IEP meeting, the following procedures need to be addressed by the school administrator or the administrative designee (SPED Coordinator) to ensure timely implementation of the IEP and compliant special education procedures:

1. Complete the post IEP checklist and place document in green folder
2. Ensure that the passport for each student is completed and provided to general education teachers
3. Ensure the ISA is completed if the student receives services from a Non Public Agency
4. Ensure the student is identified as an IWEN in Illuminate and CALPADS
5. Analyze and share relevant compliance data with staff as appropriate
6. Monitor and Evaluate school wide systems and practices

## GRADUATION OPTIONS

### **When should we consider offering a Certificate of Completion v.s. a State Diploma v.s. a coveted Magnolia Public Schools Diploma? This is the information adapted from El Dorado SELPA:**

#### PURPOSE

This section guides Individualized Education Program (IEP) teams that are considering whether a student identified as eligible for special education services is working toward earning a high school diploma or a Certificate of Completion (COC). Students with disabilities and their parents/guardians should be given adequate notice of the requirements for the various high school graduation options available, and IEP teams should evaluate several factors before determining the appropriate graduation option. The graduation options available to students are determined by the local educational agency (LEA) board policies. For MPS, these options include:

- A regular high school diploma based on the state-mandated requirements
- Magnolia Public Schools diploma
- A certificate of completion

#### HIGH SCHOOL DIPLOMA

The term “regular high school diploma” is defined as a diploma fully aligned to grade-level standards. Students typically complete mandated academic courses and must earn a minimum grade point average to receive standard high school diploma. California Education Code 51225.3 defines the mandated high school courses needed to earn a regular high school diploma. The U.S. Department of Education’s Office of Special Education and Rehabilitation notes that the vast majority of students with disabilities should have access to the same high-quality academic coursework as all other students in the state. The IEP team determines which graduation option is most appropriate for the student, given the LEA/ options as determined by the governing board.

MPS offers both a regular high school diploma based on the state-mandated requirements; and a diploma based on A-G requirements that provide greater access to college and exceed the state’s minimum requirements. It should be noted that although LEAs cannot deny a student a standard high school diploma based on their disability, the student does not automatically obtain one because of their disability. Separately, some LEAs/districts have also chosen to provide a differentiated diploma option. While functionally equivalent to a standard high school diploma, a school’s governing board must also approve a differentiated diploma. This alternative could allow LEAs/districts a wider interpretation of how students demonstrate mastery towards the prescribed set of courses within the differentiated diploma option.

In addition, certain student groups must have the option to earn a diploma through California minimum graduation requirements. Under Cal Ed Code 51225.1, a student identified as homeless, foster youth, juvenile justice youth including former juvenile court student, a child of a military family, or a currently migratory child who transfer high schools after their second year, may graduate and earn a standard high school diploma by completing the minimum state graduation requirements if, at the time of transfer, they cannot reasonably complete additional MPS requirements within four years of high school.

## HIGH SCHOOL DIPLOMA EQUIVALENCY ASSESSMENTS

The California Department of Education has approved the use of three high school equivalency tests: the General Education Development Test (GED); High School Equivalency Test (HiSET); and Test Assessing Secondary Completion (TASC) for students 18 years old, and some 17 years old, to receive a California High School Equivalency Certificate.

Postsecondary institutions, such as the University of California (UC) and California State University (CSU) systems, will accept a high school equivalency test in place of a diploma. However, students must still meet specific coursework, grade point average, and ACT or SAT examination requirements.

Students at LEAs who are 16 years old or have been enrolled in the tenth grade for one academic year have the additional option to complete the California High School Proficiency Exam (CHSPE). The CHSPE consists of two sections: an English-language arts section and a mathematics section. Students who pass both sections of the CHSPE are issued a Certificate of Proficiency by the California State Board of Education. The CHSPE is the legal equivalent of a high school diploma in California, and a student who receives it may leave high school early, with verified parental approval. If a student with an IEP passes a high school equivalency test, the student is still eligible to receive educational placement and services under their IEP at the LEA until they meet the requirements of one of the graduation options offered.

## CERTIFICATE OF COMPLETION

The COC option is available to students who cannot complete the requirements for a regular high school diploma that the LEA offers, even with supports and interventions. The COC option does not equal a regular high school diploma. The graduation option that the IEP team chooses shall be documented clearly as part of the Transition Plan, as well as marked on the IEP's offer of Free and Appropriate Public Education (FAPE)/Educational Settings page.

IEP teams can waive academic courses the student attempted prior to being identified as progressing towards a COC. Conversely, while a student is progressing towards a COC, IEP teams should convene to analyze factors preventing a student from successfully completing a required academic course. The IEP team should evaluate if the IEP goals, services, and supports are reasonably calculated, and if the student will receive further educational benefit through repeating a specific course. While students may have access to the general education curriculum, most students receiving a COC participate in California's Alternate Assessment testing system, which is documented on the IEP's Statewide Assessment page.

A student with a disability who has satisfied the following three requirements, but who has not satisfied the requirements for a diploma, may receive a COC:

- Satisfactory completion of a prescribed alternative course of study as identified on the student's IEP; or
- Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP team;
- Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of the objectives stated in the transition plan.

Receipt of a certificate of completion does not impact a student's eligibility for special education services. A student may still continue to receive special education services until age 22 or until the student receives a regular high school diploma.

### GRADUATION REQUIREMENTS FOR STUDENTS ATTENDING NONPUBLIC SCHOOLS

Students with disabilities attending nonpublic schools (NPS) must meet the same criteria for graduation as peers attending the LEA.. Work with nonpublic schools to determine the graduation eligibility for students with disabilities placed at nonpublic schools. The LEA evaluates the student's transcript to verify the student's eligibility for completion of courses leading to either a high school diploma or a COC. For more specific information regarding NPS, refer to the Special Education Local Plan Area (SELPA) NPS/Residential Treatment

Centers Guidelines located on the SELPA website at <http://bit.ly/nps-rtc-handbook>.

## California Monitoring of Special Education

### California Department of Education Special Education Division Monitoring Activities Summary

The Individuals with Disabilities Education Act and implementing regulations in Title 34 Code of Federal Regulations (CFR) section 300.600 requires the CDE to place primary focus of its monitoring activities on improving educational and functional results and outcomes, as well as ensuring compliance with IDEA requirements with an emphasis on those most closely related to improved results for students.

34 CFR 300.600(b) requires: (b) The primary focus of the State's monitoring activities must be on— (1) Improving educational results and functional outcomes for all children with disabilities; and (2) Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

The CDE routinely monitors compliance with the provisions of the IDEA for every district, every year, through a comprehensive system of oversight. Monitoring activities are completed as part of an Annual Submission Process (ASP), which includes the following components:

- Data Identified Noncompliance (DINC) reviews
- Performance Indicator Review (PIR) Yielding Special Education Plans (SEP)
- Annual disproportionality calculations
- Fiscal review
- Review of annual budget and service plans
- Significant Disproportionality

In addition, the CDE conducts on-site Comprehensive Reviews for a select number of districts every year to provide focused, targeted technical assistance, and conducts Critical Incident Reviews when a serious issue arises that warrants immediate intervention and attention. When the CDE identifies noncompliance, it ensures that the noncompliance is corrected as soon as possible, and in no case later than one year after the noncompliance is identified.

The CDE ensures compliance with IDEA requirements most closely related to improving results for students by ensuring compliance with all provisions of the IDEA through its comprehensive system of oversight. The CDE believes that compliance is the foundation of an effective service delivery program. However, certain aspects of the CDE's system of oversight are specifically designed to provide a primary focus on improving educational and functional results and outcomes for students with disabilities.

#### Data Identified Noncompliance

The Office of Special Education Programs (OSEP) of the U.S. Department of Education requires that a state must examine data it receives through its data collections to determine if the data demonstrates noncompliance with the requirements of the Individuals with Disabilities Education Act (IDEA). If noncompliance is identified, the state must make a finding of noncompliance and require the LEA to make corrections using federally specified procedures (OSEP Memorandum 09-02, October 17, 2008). In order to carry out these requirements the Special Education Division (SED) at the California Department of Education (CDE) reviews and analyzes student level data submitted to the California Special Education Management Information System (CASEMIS/ CALPADS) for compliance with state and federal requirements. Specifically, the data is analyzed in relationship to three compliance indicators from the California State Performance Plan (SPP):

Indicator 11: One hundred percent of children were evaluated within 60 days of receiving parental consent for initial evaluation.

Indicator 12: One hundred percent of children referred by Part C prior to age three, who are found eligible for Part B, have an Individual Education Plan (IEP) developed and implemented by their third birthday

Indicator 13: One hundred percent of youth aged 16 and above have an IEP that includes the eight required elements of transition.

In addition, the CASEMIS/ CALPADS data is analyzed for compliance to the state and federal timeframe requirements for: Annual IEP meeting (once a year)

Triennial re-evaluation to determine the student's continued eligibility (every three years)

### **Review of Annual Service and Budget Plans**

California Education Code (EC) Section 56205 requires the submission of Annual Budget and Service Plans that are adopted at public hearings held by the special education local plan area (SELPA). These plans must identify expected expenditures and include a description of services, the physical location of the services, and must demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their individualized education program. Each SELPA Local Plan requires a budget plan component to be developed/updated annually. Each SELPA will adopt the Annual Budget Plan according to the governance and policy-making process established in their local plan. The completion of the process will be documented by evidence that a SELPA-level public hearing has been held to adopt the Annual Budget Plan. The Annual Budget Plan may be revised during any fiscal year according to the policymaking process established, pursuant to EC Section 56205 subparagraph (D) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of EC Section 56001 and EC Section 56195.9. The Annual Budget Plan shall identify expected expenditures for all items required by this part, which shall include, but not be limited to, the following: (A) Funds received in accordance with Chapter 7.2 (commencing with EC Section 56836) (B) Administrative costs of the plan (C) Special education services to pupils with severe disabilities and low-incidence disabilities (D) Special education services to pupils with nonsevere disabilities (E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments (F) Regionalized operations and services and direct instructional support by program specialists in accordance with Article 6 (commencing with EC Section 56836.23) of Chapter 7.2 (G) The use of property taxes allocated to the SELPA pursuant to EC Section 2572 Notice of the SELPA-level public hearing shall be posted in each school at least 15 days prior to the public hearing. A copy of the Public Hearing Notice must be submitted with the Annual Budget Plan. Each SELPA Local Plan requires a service plan component to be developed/updated annually. Each SELPA will develop and adopt the Annual Service Plan according to the governance and policy-making process established in their local plan and includes a description of the full continuum of service options to be provided within the SELPA assuring access to appropriate instruction and services for all students with disabilities from birth to twenty-two years of age, including children with low-incidence disabilities.. The completion of the process will be documented by evidence that a SELPA-level public hearing has been held to adopt the Annual Service Plan.

## Disproportionate representation

The following State Performance Plan Indicators are designed to collect data indicative of performance regarding the requirement to address disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

4 – Discipline Measures percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

9 – Disproportionality Overall Measures percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. 10 – Disproportionality by Disability Measures percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Each year, the CDE completes calculations to identify disproportionate representation of students by race, ethnic group, and disability in district special education programs throughout California using data from the California Special Education Management Information System (CASEMIS). Evaluations of the rates of suspensions and expulsions of students with disabilities are also performed. These calculations relate to the State Performance Plan Indicators 4b, 9, and 10 (above).

As a result of these calculations and preliminary determinations, the CDE will review the LEA's special education policies and procedures and evaluate a sampling of student records when an LEA is deemed disproportionate. Items that are determined to be noncompliant during the student record reviews will be adopted by the CDE as findings of noncompliance and will require a second evaluation, referred to as a Prong Two record review, in which a second set of student records is evaluated subsequent to the first student record review. All findings of noncompliance will be corrected as soon as possible, and in no case later than one year after the noncompliance is identified. The results of the reviews provide further data utilized by the CDE to monitor performance regarding the requirement to address disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

### Significant Disproportionality

Pursuant to 34 C.F.R. § 300.646, CDE is responsible for collecting and examining data to determine if significant disproportionality is occurring in local educational agencies (LEAs) in the state. CDE must look at data related to the over representation of students by race and ethnicity with respect to:

1) Identification as children with disabilities 2) Identification in various disability categories 3) Placement in educational settings 4) Disciplinary actions including suspension and expulsion

Disproportionality is a result of the over representation of a specific race or ethnicity in relationship to the overall general education and special education populations of the district and state. CDE uses the Alternate Risk Ratio and the E-formula to calculate disproportionality. Significant disproportionality is determined if the district has been identified as disproportionate for the same race or ethnicity in the current year and in two of the three previous years.

**If an LEA is determined to be significantly disproportionate in any one of the four areas identified above, the CDE will:**

Review the LEA's policies, procedures, and practices to ensure compliance with the requirements of the IDEA  
 Require the LEA to publicly report on any required revision of policies, procedures, and practices  
 Require the LEA to reserve 15 percent of its IDEA grant funds to provide comprehensive coordinated early intervening services to children in the LEA (including, but not exclusively for, those children in the groups that were identified as significantly disproportionate)

LEAs that are identified as significantly disproportionate in one or more areas **may not take advantage of the opportunity to reduce its Maintenance of Effort by 50 percent** should there be an increase in federal funds. When LEAs are notified by the CDE of their designation as significantly disproportionate, they are provided information that includes instructions for submitting policies, procedures, timelines, and practices for CDE review and instructions for revising as necessary, developing action and budget plans, fiscal documentation; and reporting.

**Performance Indicator Review Process (Revised to Special Education Plans)**

Beginning in 2014-15, the CDE began to implement the PIR process, which evaluates a LEA's performance on the following performance measures and State Performance Plan Indicators (SPPI): SPPI 1: Graduation Rate  
 SPPI 2: Dropout Rate  
 SPPI 4a: Suspension and Expulsion  
 SPPI 5: Least Restrictive Environment  
 SPPI 8: Parent Involvement

In 2014-15, only LEAs that were scheduled for Special Education Self-reviews that year and had one or more performance indicator values that did not meet the targets established statewide for 2012-13 and did not demonstrate improvement from the prior year (2011-12) participated in the PIR process. In 2015-16, only LEAs that were scheduled for Special Education Self-reviews that year and had one or more performance indicator values that did not meet the targets established statewide for 2014-15 and did not demonstrate improvement from the prior year (2013-14) participated in the PIR process. Beginning in 2016-17, every LEA will participate in the PIR selection process annually. Participating LEAs did not meet the established targets. LEAs that participate are required to submit: 1) a Special Education Program Improvement Assurances Form and 2) a plan developed and adopted by the LEA that includes activities to improve performance in the target indicator areas. The purpose of the improvement plan is to engage both general education and special education LEA staff in an effort to build LEA capacity to improve the educational performance and functional outcomes for students with disabilities.

In addition, the CDE is evaluating additional performance measures as part of the PIR, including SSPI 3: Statewide Assessments and SSPI 14: Post-school Outcomes. As a method of ensuring compliance with those IDEA requirements most closely related to improving results for students, the CDE will institute a review of applicable policies and procedures, as well as student file reviews. The CDE will select the student files to be reviewed and will conduct the review of those files. The CDE will report findings of noncompliance to the LEA and will ensure that findings of noncompliance identified through these reviews are corrected by the LEA as soon as possible, and in no case later than one year after the noncompliance is identified. Reviews of student files and policies and procedures are completed for those LEAs that have not met the target for a particular indicator for the third consecutive year

**[Comprehensive Review Process](#)**

The purpose of the Comprehensive Review (CR) is: To ensure that LEAs are providing appropriate supervision and monitoring for special education programs and services To provide information to the CDE regarding key compliance questions To provide effective general supervision to LEAs in accordance with the obligations imposed on the CDE under the IDEA in accordance with the State Performance Plan (SPP) and as required by Title 34 Code of Federal Regulations Section 300.600 Each year, a select number of LEAs are selected for participation in the CR process, which consists of a record review and may include a thorough, on-site, CDE-led review of the LEAs' special education and related services delivery program. The CR is based on a monitoring plan that is developed by CDE staff from parent input, SPP indicator data, and compliance history information. The monitoring plan provides focus and direction, and acts as a strategic plan for the CR. The primary CR monitoring activities include student record reviews (focusing on procedural compliance, educational benefit, and IEP implementation), policy and procedure reviews, interviews, and a SELPA governance review. The CDE works in partnership with the LEA to complete the CR. Follow-up reviews are completed after the CR is conducted to ensure that the district has resolved non-compliance issues identified by the CR and is 100 percent compliant in subsequent records review.

The Educational Benefit process is employed as part of the student records review during the CR. The Educational Benefit process reviews student IEPs over multiple years in a way that exceeds simple verification of compliance with law, and evaluates whether IEP revisions are effectively designed to support each student's educational progress. During the Educational Benefit review, three years of IEP information is analyzed with the first year including an initial IEP or triennial assessment IEP. The relationship of assessments compared to identified goals and services is analyzed and compared from year to year. CDE staff participating in the Educational Benefit review make judgments about the adequacy of the effort to ensure that there was reasonable calculation that the IEP would result in educational benefit for the student.

The Educational Benefit review process ensures that the focus of student record reviews is not only compliance, but on the efforts documented to improve the educational and/or functional results of students with disabilities.

The CR process also includes conducting interviews with teachers and LEA staff to further ascertain the adequacy and effectiveness of the special education program. Interview questions are tailored to each LEA after the CDE conducts a comprehensive analysis of data that may inform potential areas for inquiry. Interview questions may be designed to address questions raised by an examination of the LEA's demographic data, assessment data, Least Restrictive Environment Data, discipline data, etc.

## PARENT RELATED INFORMATION

*Procedural safeguards are an integral part of IDEA's requirements.* They represent guarantees for parents and their child with disabilities, as well as offer both school and parents a variety of options for resolving any disagreements, these some of these safeguards include:

- parent access to student records,
- parent rights to ask that those records be amended,
- parent rights to participate in groups and meetings where decisions are made about their child's education,
- parent notification requirements (prior written notice and the procedural safeguards notice), and
- selected other safeguards (e.g., independent educational evaluation, surrogate parents, age of majority).
- The right of parents to receive a complete explanation of all the procedural safeguards available under IDEA and the procedures for presenting complaints
- Confidentiality and the right of parents to inspect and review the educational records of their child
- The right of parents to participate in meetings related to the identification, evaluation, and placement of their child, and the provision of FAPE (a free appropriate public education) to their child
- The right of parents to obtain an independent educational evaluation (IEE) of their child
- The right of parents to receive "prior written notice" on matters relating to the identification, evaluation, or placement of their child, and the provision of FAPE to their child
- The right of parents to give or deny their consent before the school may take certain action with respect to their child
- The right of parents to disagree with decisions made by the school system on those issues
- The right of parents and schools to use IDEA's mechanisms for resolving disputes, including the right to appeal determinations.

\*These are not the only procedural safeguards under IDEA, but they are the most relevant to the majority of parents.

## CHILD FIND/SEARCH AND SERVE

All schools are required to have procedures in place for identifying children who have or are suspected of having a disability and needing special education and related services. These procedures are commonly referred to as “search and serve” or “child find.”

### **Principal’s Child Find Compliance Checklist**

- \_\_\_ **Ensure CALPADS is reviewed to determine all scholars who have exceptional needs**
- \_\_\_ **Ensure Welligent and SEIS have all scholars with IEP’s uploaded in the systems**
- \_\_\_ **Provide the SPED informational packets to all general and sped families as determined appropriate**
- \_\_\_ **Ensure that any scholar needing a 30 day IEP has been identified and a Strategies for Inclusion of Services contract meeting has been held by the end of the first two weeks of school so we have evidence that the parents understand our programs are full inclusion.**

### SCHOOL RESPONSIBILITIES

The school’s responsibilities for search and serve apply to the families and scholars attending and enrolling in the school. The COP 3 Schools have access to the following brochures to provide to parents. Students under LAUSD and EL DORADO SELPA’s must provide the parents with their rights and the schools’ responsibilities as well. The documents are located on SEIS.

There are three search and serve responsibilities that each school must implement:

1. All COP 3 schools must distribute the “*Are You Puzzled by Your Child’s Special Needs?*” brochure to every scholar to take home at the beginning of each school year. SEIS Schools should down-load Procedural Rights and Safeguards from the SEIS system and send it home.
2. Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services.
3. There is a process in place, understood by all staff members, for referring scholars who may require special services.

### PROCEDURES FOR DISTRIBUTING REQUIRED “CHILD FIND” INFORMATION TO PARENTS

Federal and State laws require the District to annually notify all scholars and their parents about the availability of and information on special education and related services.

All COP 3 schools are required to send home the “*Are You Puzzled by Your Child’s Special Needs?*” brochure annually at the beginning of the school year and available to parents and staff members upon request. The brochure is available in the following languages:

- Armenian
- English
- Russian
- Tagalog

- Chinese
- Korean
- Spanish
- Vietnamese

Also required to be sent home annually at the beginning of the school year is the *MPS Parent-Student Handbook*, the *MPS Alternative Dispute Resolution Policy* and the *Section 504 Brochure*.

In addition, the following publications and forms must be maintained in the school office and made available to parents and staff upon request:

- Student Enrollment Form
- Request for Special Education Assessment Form
- *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards) SEIS and Welligent*
- *The IEP and You – Welligent/ COP 3*
- *The ITP and You – Welligent/ COP 3*
- *Uniform Complaint Procedures (UCP)*

Schools must also prominently display the Uniform Complaint Procedures (UCP) poster that provides parents information about where to call if they have complaints concerning special education.

School staff should be prepared to assist parents in completing forms and answering questions they may have. When appropriate, refer the parent to the Magnolia Public School's Complaint Response Team Director, Dr. Brenda Lopez.

Note: The term "parent", used throughout policies and procedures manual includes:

- Any person having legal custody of the child;
- A person acting in place of a parent such as a grandparent or stepparent with whom the child lives;
- A person designated by the parent to represent the interests of the scholar.
- Note: In such cases the school should attempt to obtain the designation from the parent in writing including the scope of the representation. If it cannot be obtained, in writing, document the reason why and the means by which the designation was obtained;
- A foster parent, if the natural parent's authority to make educational decisions has been limited by court order and the foster parent has an ongoing long-term relationship with the scholar, is willing to assume the role of parent in educational decision-making, and has no interest that would conflict with the interest of the scholar;
- A surrogate parent appointed for the scholar who is a ward of the State or for a scholar whose parents are unknown or unavailable;
- A scholar, who has reached the age of 18, for whom no guardian or conservator has been appointed.

### IDENTIFYING AND SERVING STUDENTS ENROLLING IN THE SCHOOL

All schools are responsible for having procedures in place to identify and promptly serve scholars, who require or may need special services, when they enroll in the school. The mechanism for implementing the procedures is the

LEA's Student Enrollment Form that must be completed by parents at the time they are enrolling their child. Special Services asks the following five questions:

- Did the scholar receive special education services at his/her previous school?
- Did the scholar have an Individualized Education Program (IEP) at his/her previous school?
- Did the scholar have a Section 504 Plan at his/her previous school?
- Does the scholar have difficulties that interfere with his/her ability to go to school or learn?
- Has this scholar been identified for Gifted and Talented Educational services (GATE)?

Office personnel have the responsibility to assist parents, if necessary, answer the questions and ensure that all questions are answered. If the scholar has an IEP please refer to the SPED Coordinator

It is important that office personnel and administrator/designees familiarize themselves with the Magnolia Public Schools [Strategies for Inclusion form](#) and their duties to ensure that scholars who require special services are identified and promptly provided appropriate school programs and services.

Please ensure the following procedures are followed as applicable:

- View the active IEP in the Welligent/SEIS IEP system when the scholar has an IEP from a previous school. Once a scholar has enrolled in the school, the IEP will transfer in the Welligent/SEIS system and will be viewable to the new school of enrollment. If you are new to either SEIS or Welligent, we may need to reach out to the SELPA's to ensure that the information has been transferred over.
- Provide the parent the Parent Request/Reasonable Accommodations form and maintain the completed form in the scholar's special education folder. This form can be found in the *Documents* section of the Welligent/SEIS IEP systems. On this form, the parent identifies if any accommodations are needed (by the parent) to access the IEP meeting, such as an oral interpreter, wheelchair access, etc.
- Review the IEP document and provide the scholar the programs and services specified.
- Note: If the IEP is out of date or no longer appropriate, still implement it but hold an IEP team meeting as soon as possible (within thirty calendar days of scholar's enrollment).
- Review the IEP document and provide the scholar the programs and services specified if the scholar enrolled with an IEP from another school district. Hold a review IEP team meeting within thirty calendar days of scholar's enrollment.
- Implement a scholar's existing 504 plan, if available, or hold a meeting to develop a 504 plan.
- Take the specified actions without delay when the parents have indicated that the scholar has difficulties that interfere with his/her ability to go to school or learn.
- Enter all appropriate information into the scholar information system for scholars who have an existing IEP.
- If the scholar is transferring from another school district, promptly obtain the IEP and any other records from the previous district.
- If the scholar is transferring from another MPS school site and there are no changes in the service provision, at the new site then a 30 day meeting is not necessary.

- If a scholar has begun the assessment process in another school district and then transfers to MPS, MPS and the other district are responsible for expeditiously coordinating and completing the evaluation within legal timelines.
- If a scholar is transferring from another MPS school level, there should have been a transitioning IEP meeting from the previous MPS school site.
- If a scholar transfers to MPS with an IEP from another LEA in California, MPS will provide comparable services in consultation with the parents pending an MPS review IEP team meeting. MPS will conduct a review IEP team meeting within 30 calendar days of the scholar's enrollment to determine recommendations for special education services.
- If a scholar transfers into MPS from another state within a school year, MPS will provide comparable services, in consultation with the parents, until a new evaluation is conducted, if necessary, and a new IEP is developed in an IEP team meeting.
- If a scholar transfers into MPS from another LEA or state between school years (over the summer), the IEP team must adopt or develop an IEP that offers the Student FAPE. Although these will often constitute comparable services, this is not legally required.

## REQUESTS FOR A SPECIAL EDUCATION ASSESSMENT

Any person who believes that a scholar has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must (eventually) be in writing and entered on the *Request for a Special Education Assessment Form* which can be located in the *Documents* section of Welligent/SEIS.

If a parent submits a letter making the request, transfer the information on to a Request for Special Education Assessment Form. If the request is made verbally, the school shall assist the requestor in putting the request in writing. Once a written request for a special education assessment has been received, the administrator/ designee has 15 days to develop and provide the parents with a special education assessment plan.

Please consider the following, within 15 Calendar Days of a request for a special education assessment the school must:

1. Contact the parent and assemble a coordination of services/ SSPT/ or MTSS team.
  - a. This team **MUST** have a general education representative, a special education representative, the school psychologist, an administrator and the parent.
  - b. The team **MUST** document the concerns of the parent at this meeting. Prior to the meeting, the team should have reviewed the scholars' academic and behavioral records. Please document any interventions, accommodations (i.e. CELT, ELPAC scores, SBAC scores, natural work samples etc.)
  - c. At this meeting the team will determine whether or not a special education evaluation is necessary if the Student is suspected of having a disability which may require special education and related services.
    - i. If a Parent makes the initial referral for special education evaluation, MPS must initiate the assessment process and provide an assessment plan, unless Parent voluntarily withdraws their request in writing *and* the school does not have reason to suspect that the student may be a student with a disability. 5 CCR 3021
    - ii. If the Parent agrees to postpone the assessment, assist them in putting their decision in writing. Be sure it is signed and dated. Attach the document to the Request Form and note the decision and date on the Referral Details section on the Welligent/IEP system. Scan and upload all correspondences to the Welligent IEP system. If you are not on Welligent, please provide the documents to the Director, Student Services to upload the documents on Evalulogix.

Note: If appropriate, an internal request for a special education assessment may be denied. School staff referrals shall be written and include (a) a brief reason for the referral and (2) documentation of the resources of the regular education program that have been considered, modified, and where appropriate, the results of intervention. The administrator/designee may discuss with the requestor accommodations or modifications that can be made in the general education program to assist the scholar's progress in the general education curriculum. A meeting of the

Student Support and Progress Team (SSPT), involving the requestor, can be utilized to design the accommodations or modifications but may not delay the MPS's legal obligation to provide the requestor with a timely response. The SSPT may agree to postpone the special education assessment until the accommodations or modifications have been implemented and the results evaluated.

*Note: If the SSPT does not agree to postpone the assessment, the assessment plan must be generated and provided to the parents within 15 days from the date the initial request for assessment was received by the school.*

Administrator/designees should take the following actions to ensure that requests for a special education assessment are managed properly and within legal timelines:

- Copies of the Request for A Special Education Assessment Form are to be uploaded to the Welligent/Evalulogix Systems and responsible personnel notified. All school staff should be knowledgeable about the referral process and how to access the forms.
- Provide the appropriate forms to parents, staff and others upon request.
- On an individual basis, assist the person making the request to complete the form(s) by providing information or clarification as necessary.
- If a request for a special education assessment is made by a parent/guardian, the administrator/designee must do the following:
  - If the request is made through a letter, the information must be transferred to the Request Form. Also, provide the parent with a copy of the Parent Request/Reasonable Accommodation form and maintain the completed copy in the scholar's special education folder.
  - When the signed and dated Request Form is received, review Section B and fill in the remaining portion of Section E.
  - The date that a request letter or form is received must be entered in the Referral Details section on the Welligent/SEIS IEP system.
  - A Special Education Assessment Plan must be developed and provided to the parent within 15 calendar days of receipt of the written request.
  - When appropriate, discuss with the parent accommodations or modifications that can be made to the general education program and whether they want to delay the assessment until the modifications have been implemented and evaluated (see procedure above).
- If a request for a special education assessment is made by a staff member the administrator/designee must do the following:

When a staff member requests a copy of the request form, discuss with them information outlined above. They must list the prior accommodations or modifications that have been considered and, where appropriate,

implemented to help the scholar. However, failure to include this documentation shall not delay the time-lines for completing the assessment plan or assessment. The SSPT should consider accommodations or modifications that may be made to assist the Student either while the assessment is pending or instead of conducting the assessment at the present time. The SSPT must follow the procedure described above.

- Enter the date that the Request Form was received on the Referral Details section on the Welligent/SEIS IEP system.
- Inform the parent/guardian that a request for a special education assessment has been made and that they will receive a Special Education Assessment Plan for their review and possible approval.
- Ensure that the assessment plan is completed and provided to the parent/guardian within 15 calendar days of receipt of the written request.

## **Achieving Success: Exiting Special Education Support - and Transitioning from High School**

Beginning with the first IEP, the ultimate goal is to teach students to utilize tools and internalize methods of learning so they no longer require special education accommodations and services. To be independent lifelong learners.

Information to be considered prior to removing a child from an IEP:

When is a child not needing services? When they are significantly closing the education gap, developing self-advocacy and coping mechanisms to the point where the student doesn't need an IEP. This should be our goal. Eligibility criteria must be considered in determining this decision. A full-comprehensive assessment must take place prior to any determination to exit a student from special education. The decision is based on solid data and a track record of academic success for a determined period of time. Keep in mind that the school district "may not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability" {34 CFR § 300.304(b)(2)}

The type of intervention, accommodations and progress monitoring that has taken place while the IEP was still being implemented, should be fully documented and share with the entire IEP team prior to making a determination.

For those students who require special education services until they complete high school, the process of exiting high school is one of the biggest life transitions students will face. Planning for their exit begins formally at age 14 in the Individualized Transition Plan (ITP) portion of the IEP, which the team writes in conjunction with the student to determine their plans for the first two years out of high school. Prior to students exiting high school and entering the postsecondary world, they are provided with linkages to appropriate outside agencies which could include the Department of Rehabilitation, Regional Center, Independent Living Center, and/or the services for students with disabilities office at the college they attend. Throughout high school, the transition teacher meets regularly with all students with disabilities and provides lessons and runs grant-funded student work programs. Seniors in high school meet at least quarterly with the transition teacher, who checks in with students regarding their post-secondary plans and assists them with pre-employment skills, self-determination skills, applying for community college or other training programs, and other needed transition skills.

## SPECIAL EDUCATION AND RELATED LAWS OVERVIEW

*Please adhere to the information within this manual and additional direction provided by the Director of Special Education and Support Services to avoid a violation of American Disabilities Act, Special Education and/or CDE Compliance Laws.*

### Educational Rights Overview

- Assembly Bill 124 (Chapter 605, Statutes of 2011) Assembly Bill 124 (Chapter 605, Statutes of 2011) requires the State Board of Education approve standards for English language development for pupils whose primary language is a language other than English. These standards shall be comparable in rigor and specificity to the standards for English language arts adopted.
- Section 504 of the Rehabilitation Act of 1973 Section **504** of the Rehabilitation Act is a federal civil rights **law** that prohibits discrimination against individuals with disabilities. Compliance is not optional. When Schools Punish Sick Children Who Miss School. Public schools are required by **law** to accommodate the health needs of scholars.
- Individuals with Disabilities Education Act (IDEA) Following are the six major principles of the IDEA, focusing on scholars' rights and the responsibilities of public schools to children with disabilities.
  - Free Appropriate Public Education. ...
  - Appropriate Evaluation. ...
  - Individualized Education Plan. ...
  - Least Restrictive Environment. ...
  - Parent Participation. ...
  - Procedural Safeguards.
- Family Educational Rights and Privacy Act (FERPA) California privacy of school records laws adhere to the federal standards set forth by the Family Educational Records Protection Act (FERPA), which guarantees free parental access to scholar school records. California has not passed laws that go beyond FERPA protections, as some other states have.
- Americans with Disabilities Act (ADA) ADA prohibits discrimination almost everywhere and overlaps with other laws. The ADA is far-reaching. ... ADA works in tandem with other education laws affecting children with learning and attention issues, such as Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA).

The law is clear: Every child in this country who has a disability — no matter the nature of the disability — has the right to a public education at no cost to their families. Schools must try to meet the individual needs of each child with disabilities by providing special education and related services.

The federal law that gives children with disabilities from birth to age 22 (and sometimes beyond, depending on the student's birthday) the right to a free and appropriate education is called the Individuals with Disabilities Education

Act (IDEA). Free means at no cost to the families. Appropriate means that the educational services must be individually designed to meet each child's unique needs.

The unique and individually designed education plan that is written for a child with a disability is called an Individualized Education Program (IEP). (For children younger than age 3, the plan is called an Individualized Family Service Plan (IFSP).) These plans are developed by the team of professionals working with the child in partnership with the child's family.

If needed, children with disabilities can receive related services at no cost to their family. Related services are the supports, services, therapies or interventions that may be given to help children learn. Related services are written into a child's IEP or IFSP.

The law also says that a child with disabilities must be educated in the least restrictive environment (LRE). This means that, to the greatest extent appropriate, the child should be in classes with non-disabled children and go to schools in his neighborhood. The law also says that, whenever possible, children with disabilities should be in the same general education classes they would have attended if they had not been classified as having a disability.

The law continues to recognize the valuable role that parents play in their child's education. In the latest update of the law, the term parent is expanded to include an adoptive or foster parent, guardian, or individual legally responsible for the child. In addition, the revised law provides more opportunities for early and simple ways to resolve disagreements between home and school. The legislation clearly supports the idea that parents or other adults legally responsible for the child have to be kept informed and have meaningful opportunities to be involved in their child's educational process.

### Enrollment in Special Education Program

Whenever a pupil with an IEP (signed by parent/guardian/adult scholar) transfers into an LEA, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents to the extent possible within existing resources, for a period not to exceed 30 days, by which time the local education agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law (EC 56325(a)(1)).

The new LEA does have an obligation to implement the scholar's last IEP, but the new placement does not have to exactly replicate the prior placement (Mrs. S. ex rel G. v. Vashon Island Sch. Dist. 337 F.3d 1115 (9th Cir. 2003)). If the scholar's goals can be met in a less restrictive environment (i.e., LEA program versus nonpublic school), and the parent/guardian agrees, the LEA can convene an IEP meeting to offer this alternative.

Most scholars moving into the LEA live with their parents.

Parent means:

- A biological or adoptive parent unless the biological or adoptive parent does not have legal
- authority to make educational decisions for the child;

- A guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child;
- An individual acting in place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives; or
- An individual who is legally responsible for the child's welfare if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order (i.e., a court appointed surrogate advocate [CASA], a surrogate parent or a foster parent).

## Special Education Timelines

### Special Education Timelines for California

Issue	Timeline	Citation
<b>Special Eligibility</b>	ages 3-5	EC 56026(c)(2)
	ages 5-18	EC 56026(c)(3)
	ages 19-21	EC 56026(c)(4)
<b>Termination of Special Services</b>	If scholar's 22nd birthday is between January and June may continue through remainder of fiscal year	EC 56026(c)(4)(A)
	If scholar's 22nd birthday is in July, August, or September of new fiscal year will not be allowed to begin a new fiscal year	EC 56026(c)(4)(B)
	If scholar's 22nd birthday is during October, November, or December, scholar shall be terminated from program on December 31 of current fiscal year, unless scholar would otherwise complete his or her IEP at the end of the current fiscal year.	EC 56026(c)(4)(C)
<b>Proposed assessment plan</b>	Student graduates from high school with regular high school diploma.	EC 56026.1(a)
	District must develop within 15 calendar days of referral for assessment*, unless parent or guardian agrees in writing to an extension	EC 56043(a)
	Parent or guardian shall have at least 15 calendar days from the receipt of the proposed assessment plan to arrive at a decision	EC 56043(b)

<b>Initial IEP meeting once parent consent for assessment received</b>	within 60 days	EC 56043(c)
<b>Review of IEP program</b>	not less frequently than annually	EC56043(d), 56343(d), 56380(a)(1)
<b>Parental notification of IEP meeting</b>	early enough to ensure an opportunity to attend 10 Days for California Schools	EC 56302.1(e), EC 56341.5(b)
<b>IEP required as a result of an assessment</b>	within total time not to exceed 60 calendar days from receipt of written consent for assessment*, unless parent or guardian agrees in writing to an extension	EC 56043(f)(1), EC 56344(a)
<b>Meeting to develop IEP once determined child needs additional special education and related services</b>	within 30 days	EC 56043(f)(2), EC 56344(a)
<b>Implementation of post secondary goals and transition</b>	no later than first IEP program to be in effect when the pupil is 16	EC 56043(g)(1)
<b>Notification of scholar's acquisition of education rights</b>	no later than one year before the pupil reaches the age of 18 years.	EC 56043(g)(3)
<b>Statement of transition services</b>	beginning at age 16 or younger	EC 56043(h), EC 56345(a)(8)
<b>Implementation of IEP</b>	as soon as possible following the IEP team meeting	EC 56043(i), 5 CCR 3040(a)
<b>Reassessment of pupil</b>	not more frequently than once a year and at least once every three years, unless parent and district/LEA agree in writing, that reassessment is unnecessary.	EC 56043(k), EC 56381(a)(2)

<b>When parent requests an “emergency” IEP meeting</b>	within 30 days from the date of the receipt of written request.	EC 56043(1), EC 56343.5
<b>Implementation of IEP after transfer to new district in same SELPA</b>	Without delay	EC 56043(m)(2), EC 56325(a)(2)
<b>Adoption of prior IEP or implement new IEP after a transfer within the state to a new district and new SELPA</b>	within 30 days of transfer	EC 56325(a)(1)
<b>Records request by parent – oral or written and before any meeting regarding IEP or any hearing or resolution session</b>	Within 5 working/business days	EC 56043(n), EC 56504
<b>Records request from district/LEA where scholar has enrolled</b>	within 5 working/business days after receipt of records	EC 56043(o), 5 CCR 3024(a)
<b>CDE investigation of complaint and issue written decision</b>	60 days after complaint is filed	EC 56043(p)
<b>Schedule pre-hearing mediation</b>	within 15 days of receipt by Superintendent of request for mediation	EC 56043(q), EC 56500.3(e)
<b>Pre-hearing mediation</b>	within 30 days after request	EC56043(q), EC 56500.3(e)
<b>Bringing of Due Process Claim</b>	within 2 years of date party knew or should have known of facts underlying basis for request	EC56043 (r), EC 56505(l)

<b>Raising issue of Due Process Request is insufficient</b>	within 15 days of receipt of DPH request	EC 56502(d)(1)	
<b>Hearing Officer determination of sufficiency of Due Process Request</b>	within 5 days of receipt of notice of insufficient Due Process Request	EC 56502(d)(1)	
<b>Hold and render decision on due process hearing</b>	within 45 calendar days after the expiration of the 30 days of receipt of due process hearing request	EC 56043(s), 56505(f)(3)	EC
<b>Notice of attorney representation in due process hearing</b>	at least 10 calendar days prior to hearing	EC 56043(t), 56507(a)	EC
<b>Notice of issues and proposed resolution in due process hearing</b>	at least 10 calendar days prior to hearing	EC56043(u), 56505(e)(6)	EC
<b>Copies of documents to be presented at hearing and list of witnesses and general areas of testimony</b>	at least 5 days prior to hearing	EC 56043 (v), 56505(e)(7), 56505.1(f)	EC EC
<b>File an appeal to a due process hearing decision</b>	within 90 days of receipt of hearing decision	EC 56043(w)	
<b>Review of IEP when there is a residential placement</b>	every 6 months	EC 56043(x), 7572(c)(2)	GC

EC = California Education Code

CCR = California Code of Regulations, Title 5

GC = California Government Code

CDE = California Department of Education Code

\*Does not include calendar days between the pupil's regular school session or terms or calendar days of school vacation in excess of five school days.

The following list covers the areas of disabilities that are options for writing an Individualized Educational Program (IEP).

The disability categories and enrollment breakdown in California for individuals (newborn through twenty-two years of age) who received special education services in 2017–18 are as follows:

- Autism: 112,318
- Deaf-blindness: 115
- Deafness: 3,242
- Emotional disturbance: 24,936
- Hard of hearing: 10,633
- Intellectual disabilities: 43,855
- Multiple disabilities: 7,161
- Orthopedic impairment: 10,453
- Other health impairment: 97,426
- Specific learning disability: 297,468
- Speech or language impairment: 161,485
- Traumatic brain injury: 1,618
- Visual impairment: 3,487

## Special Education Program Implementation

### What does SPED look like at Magnolia Public Schools

#### Continuum of Services

*This section was developed by our technical writing team to describe the programs being implemented at Magnolia Public Schools. Although a program is required of each LEA, the LEA's may utilize the specific interventions, strategies and programs as you choose. This includes any additional programs or electing not to use some of the strategies listed. However, we all need to ensure that we are meeting the needs of ALL scholars and following the continuum of services when doing so.*

#### MEETING THE NEEDS OF ALL STUDENTS

Magnolia Public Schools utilizes 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 scholars. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every scholar receives the appropriate level of support to be successful. A Multi-Tiered System of Supports to align academic standards and behavioral expectations, in order to accelerate the performance of every scholar to achieve and/or exceed proficiency.

Magnolia Public Schools quickly identifies low-achieving scholars through frequent benchmark assessment and review of individual scholar data. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions, Accelerated Reader & Accelerated Math tests and teacher-designed tests.

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

The Dedicated Time Intervention Model that is written into the schedule for the MPS program is a flexible intervention that can be used with a variety of curriculum and varying schedules. The Principal idea in Dedicated Time is that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

Various implementations are possible with the Dedicated Time Intervention Model. Implementation strategies may include:

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

blocks

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

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

### Intervention Cycle and Process

MPS uses the following to inform, monitor, and implement response to intervention strategies:

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

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

The RTI process begins at Tier I with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, schools establish a baseline to identify scholars who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Within Tier I, a scholar may receive the following supports:

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

The length of time in Tier I interventions may vary, but generally do not exceed 8 weeks. During that time, schools will continue to evaluate scholar progress based on interim data such as Smarter Balanced Interim Block Exams, Comprehensive exams, and classroom assessments. At the end of this period, scholars showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A scholar success team is gathered to determine intensive support.

#### Tier 2: Targeted Interventions

Students not making adequate progress with Tier 1 interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, scholars may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory (see Course Description above)

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

#### Tier 3: Intensive Interventions and Evaluation

In Tier 3 of the MPS's RTI program, scholars receive individualized, intensive interventions that target specific skill deficiencies that include:

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

their peers on group assignments.

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

While Tier 3 scholars may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that scholars receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to scholars during the school day.

#### Equitable Access to the Curriculum

MPS utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including scholars with disabilities. These include:

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

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

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

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

MPS is utilizing a Specialized Academic Instructional program format to provide additional, more concentrated support to scholars with exceptional needs. The instruction is provided in core academic blocks for the scholars

with the most academic need. For the subsequent Students with special needs, the instruction will be delivered using co-teaching, pull out and push in models.

## Multi-Tiered Systems of Support for overall Student Wellness and Achievement



### **ALL MEANS ALL**

Since MTSS is a framework that brings together both RtI<sup>2</sup> and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. Magnolia Public Schools has subscribed to the support of the whole child using Universal Supports, targeted and intensive interventions to support academic, social emotional and behavioral functioning.

### **Social Emotional Learning**

The Five (5) competencies of Social Emotional Learning

1. Self Awareness - The ability to accurately recognize one's own emotions, thoughts, and values, and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'.

Goal: to empower our scholars to be able to identify emotions, recognize their strengths and areas for growth, and develop a sense of self-confidence. Several standards for the arts exhibit self-awareness in their artistic thinking processes, as well as in evaluation of the artistic performance/presentation.

2. Self Management - The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. Effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Goal: To empower students to work, either individually or collaboratively, towards a performance or presentation goal.

3. Social Awareness - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and supports.

Goal: Anchor Standard 10, “Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.”

4. Relationship Skills - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Goal: To have students participate in various types of different art-forms are ensemble-based: performing in a band or choir, being part of a dance ensemble, putting on a play, developing a collaborative work of art.

5. Responsible Decision Making -The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

There is power in art and our scholars are being taught to take responsibility seriously.

## Universally Designed Instruction

### Universal Design for Learning Guidelines

Provide multiple means of [Engagement](#)

Affective Networks - The "WHY" of learning

#### **Access**

Provide options for [Recruiting Interest](#)

- [Optimize individual choice and autonomy](#)
- [Optimize relevance, value, and authenticity](#)
- [Minimize threats and distractions](#)

#### **Build**

Provide options for [Sustaining Effort & Persistence](#)

- [Heighten salience of goals and objectives](#)
- [Vary demands and resources to optimize challenge](#)
- [Foster collaboration and community](#)
- [Increase mastery-oriented feedback](#)

#### **Internalize**

Provide options for [Self Regulation](#)

- [Promote expectations and beliefs that optimize motivation \(checkpoint9.1\)](#)
- [Facilitate personal coping skills and strategies \(checkpoint9.2\)](#)
- [Develop self-assessment and reflection \(checkpoint9.3\)](#)

Provide multiple means of [Representation](#)

#### **Recognition Networks The "WHAT" of learning**

Provide options for [Perception](#)

- [Offer ways of customizing the display of information](#)
- [Offer alternatives for auditory information](#)
- [Offer alternatives for visual information](#)

Provide options for [Language & Symbols](#)

- [Clarify vocabulary and symbols](#)
- [Clarify syntax and structure](#)
- [Support decoding of text, mathematical notation, and symbols](#)
- [Promote understanding across languages](#)
- [Illustrate through multiple media](#)

Provide options for [Comprehension](#)

- [Activate or supply background knowledge](#)
- [Highlight patterns, critical features, big ideas, and relationships](#)
- [Guide information processing and visualization](#)
- [Maximize transfer and generalization](#)

Provide multiple means of [Action & Expression](#)

### **Strategic Networks The "HOW" of learning**

Provide options for [Physical Action](#)

- [Vary the methods for response and navigation](#)
- [Optimize access to tools and assistive technologies](#)

Provide options for **Expression & Communication**

- [Use multiple media for communication](#)
- [Use multiple tools for construction and composition](#)
- [Build fluencies with graduated levels of support for practice and performance](#)

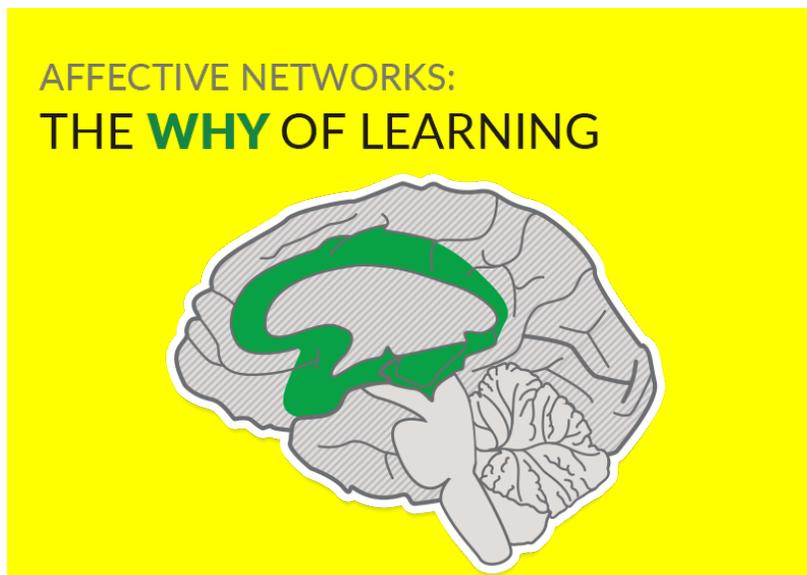
Provide options for [Executive Functions](#)

- [Guide appropriate goal-setting](#)
- [Support planning and strategy development](#)
- [Facilitate managing information and resources](#)
- [Enhance capacity for monitoring progress](#)

### **Ultimate Goal**

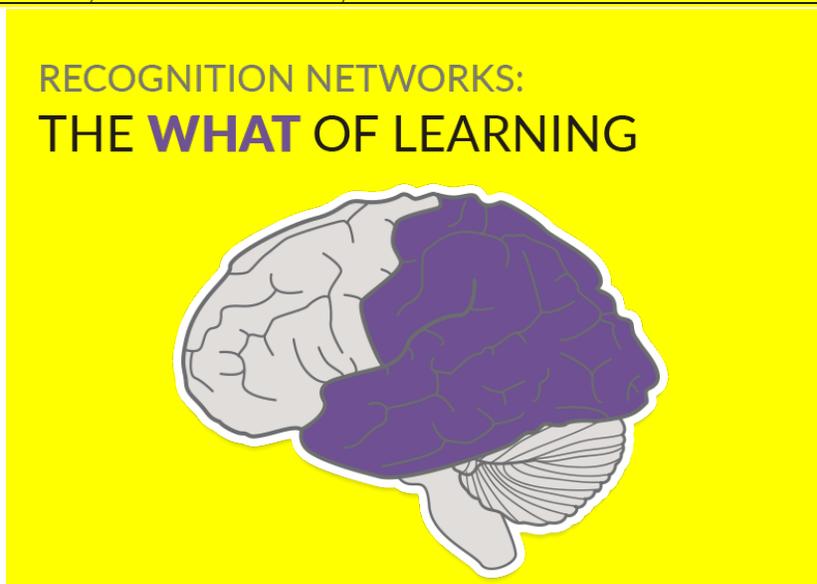
Support and Develop Expert Learners who are...

- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed



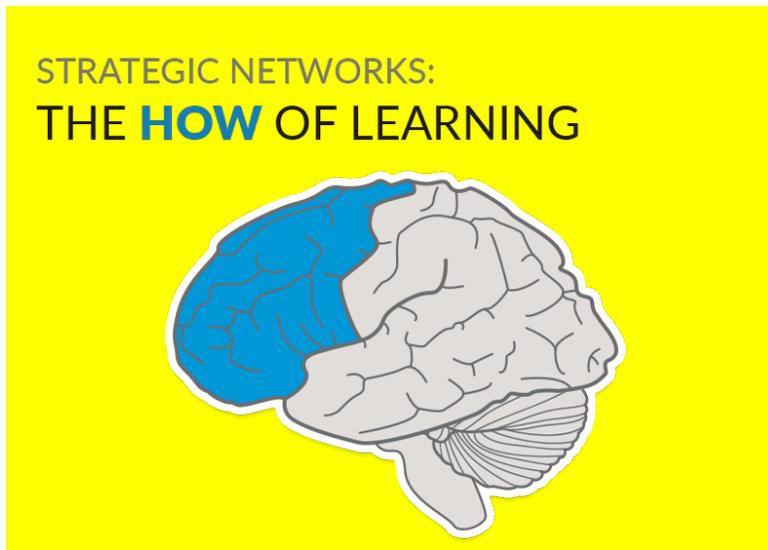
Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.



Representation

For resourceful, knowledgeable learners, present information and content in different ways.



Action & Expression

**For strategic, goal-directed learners, differentiate the ways that students can express what they know.**

### **What Do School Psych's Do Anyway?**

School Psychologists Work With Students To:

- Provide counseling, instruction, and mentoring for those struggling with academic, social, emotional, and behavioral problems
- Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, self-determination, and optimism
- Enhance understanding and acceptance of diverse cultures and backgrounds

School Psychologists Work With Students and Their Families To:

- Identify and address learning and behavior problems that interfere with school success
- Evaluate eligibility for special education services (within a multidisciplinary team)
- Support students' social, emotional, and behavioral health
- Teach parenting skills and enhance home-school collaboration
- Make referrals and help coordinate community support services

School Psychologists Work With Teachers To:

- Identify and resolve academic barriers to learning
- Design and implement student progress monitoring systems

- Design and implement academic and behavioral interventions
- Support effective individualized instruction
- Create positive classroom environments
- Motivate all students to engage in learning

#### School Psychologists Work With Administrators To:

- Collect and analyze data related to school improvement, student outcomes, and accountability requirements
- Implement school-wide prevention programs that help maintain positive school climates conducive to learning
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- Respond to crises by providing leadership, direct services, and coordination with needed community services
- Design, implement, and garner support for comprehensive school mental health programming

#### School Psychologists Work With Community Providers To:

- Coordinate the delivery of services to students and their families in and outside of school
- Help students transition to and from school and community learning environments, such as residential treatment or juvenile justice programs

#### WHERE SCHOOL PSYCHOLOGISTS WORK

The majority of school psychologists work in schools. However, they can practice in a variety of settings including:

- Public and charter schools
- School-based health and mental health centers

#### HOW DO SCHOOL PSYCHOLOGISTS MAKE A DIFFERENCE IN SCHOOLS?

All children and adolescents face problems from time to time. They may:

- Feel afraid to go to school
- Have difficulty organizing their time efficiently
- Lack effective study skills
- Fall behind in their school work
- Lack self-discipline
- Worry about family matters such as divorce and death
- Feel depressed or anxious
- Experiment with drugs and alcohol
- Think about suicide
- Worry about their sexuality
- Face difficult situations, such as applying to college, getting a job, or quitting school

### · Question their aptitudes and abilities

School psychologists help children, parents, teachers, and members of the community understand and resolve these concerns. Following are examples of how school psychologists make a difference.

#### Helping Students With Learning Problems

Tommy's parents were concerned about his difficulty reading and writing. They feared that he would fall behind and lose confidence in himself. In school the teacher noticed that Tommy often struggled to understand what he was reading and often needed the help of his classmates to do related written work. After observing Tommy, consulting with his teacher, and gathering specific information about his skills, the school psychologist collaborated with his parents and teachers to develop a plan to improve his reading and writing. The plan worked, and Tommy's reading, writing, and confidence as a learner improved.

#### Helping Students Cope With Family and Life Stressors

The teacher noticed that Carla, an able student, had stopped participating in class discussions and had difficulty paying attention. The school psychologist was asked to explore why Carla's behavior had changed so much. After discovering that Carla's parents were divorcing, the school psychologist provided counseling for Carla and gave her parents suggestions for this difficult time. Carla's behavior and emotional wellbeing improved, and she felt more secure about her relationship with her parents.

#### Helping Students With Behavior Problems Learn New Ways to Respond

David was a high school student who often skipped class and got into fights with others. He acted out in class and had been suspended from school on various occasions. After establishing a relationship with David, the school psychologist taught him simple techniques to relax, recognize his needs, and to control his aggressive behavior. David's mother and his teacher worked together on a plan designed by the school psychologist to establish limits, recognize David's escalating tension, and improve communication. David's relationships with peers and adults improved and he began to make steady progress towards graduation.

## Educationally Related Mental Health Services (ERMHS)

## Educationally Related Intensive Counseling Services (ERICS)

### **Definition:**

Educationally Related Mental Health Services (ERMHS) (also known interchangeably as Educationally Related Intensive Counseling Services (ERICS)) describe a range of support services provided to and/or on behalf of a student with an Individualized Education Program (IEP). If deemed necessary following a targeted assessment, the purpose of these services is to allow a student with mental health needs to access and benefit from his or her education. While private counseling may address a wide variety of mental health needs, ERMHS/ ERICS are intended to specifically support skills required for the student to access the educational environment.

School psychologists have a crucial role in the ERMHS decision-making process due to expertise and experience in assessment, mental health, areas of disability and subsequent impact on learning. Despite expertise in these areas, successfully navigating the breadth and complexities of the ERMHS/ERICS process can prove challenging. Therefore, this Frequently Asked Questions (FAQ) document was developed with the goal of providing school psychologists, and other IEP team members, with the information needed to competently and confidently respond to the most frequently asked ERMHS related questions in order to make meaningful student-centered recommendations.

Topics explored include: general information, referral, assessment, report writing, service recommendations, goal writing, service provision, and discontinuing services. Guidance provided in this document is based on federal and state law, current case law and best practice recommendations. This FAQ is intended to supplement the ERMHS Program Guidelines, which include additional guidance on Response to Instruction and Intervention (RtI2)

Multi-Tiered System of Supports (MTSS)<sup>2</sup>, types of tiered supports, assessment, services and placement. For more information on these topics, refer to the ERMHS/ERICS Program Guidelines which can be located on the Charter SELPA website. For funding-related questions, please refer to the ERMHS/ERICS Funding Guidelines document found within the Business Services section of the Charter SELPA website ([www.charterselpa.org](http://www.charterselpa.org)).

### **GENERAL INFORMATION**

Q1. What are Educationally Related Mental Health Services (ERMHS)?

A1. ERMHS describes a range of related services provided to and/or on behalf of a student with an Individualized Education Program (IEP). Educationally Related Mental Health Services include individual counseling, counseling and guidance, psychological services, social work services and parent counseling/training. If deemed necessary following a targeted assessment, the purpose of ERMHS are to allow a student with ongoing mental health needs to access and benefit from his or her education. While private counseling may address a wide variety of mental health needs, ERMHS are intended to specifically support skills required for the student to access the educational environment. A complete list of ERMHS services and descriptions are listed below in the Services section of this FAQ.

Q2. When did schools become required to provide ERMHS?

A2. In 1984, Assembly Bill 3632 statutorily required a partnership between school districts and county mental health agencies to deliver mental health services to students with IEPs. In 2011, the California legislature passed Assembly Bill 114, which repealed the state mandate on special education and county mental health agencies. As a result of this legislation and in accordance with the Individuals with Disabilities Education Act (IDEA, 2004), Local Educational Agencies (LEAs) are solely responsible for ensuring that students with disabilities receive special education and ERMHS in order to meet their individualized needs.

Q3. What is the school psychologist's role in ERMHS?

A3. Mental health interventions and competencies are an integral part of school psychologists' extensive graduate training, equipping school psychologists with the preparation and expertise to provide educationally related mental health support within the school setting (CASP, 2012). The Pupil Personnel Services (PPS) credential with a specialization in School Psychology and California Education Code permit school psychologists to provide and coordinate related counseling services in schools. These services include direct assessment and services provided to the student, as well as indirect consultation (EC §49424). Due to a breadth and depth of knowledge related to development, learning, assessment, mental health and consultation, school psychologists are deemed highly qualified to provide and/or support in the provision of ERMHS. More information on additional personnel qualified to provide ERMHS services are listed in the Services section of this document.

Q4. I didn't receive training on ERMHS assessments and services in my graduate school program. What should I do?

A4. School psychologists trained prior to AB114 (2011) or in states other than California may not have obtained training specifically aligned with ERMHS terminology. However, fundamental aspects of school psychology training programs such as assessment, mental health, educational counseling, learning, consultation and intervention appropriately inform ERMHS-related practices. Additionally, components of an ERMHS assessment mirror the process of assessing social-emotional needs within a comprehensive psycho-educational assessment. For additional information on ERMHS assessment, services, or how to connect your professional training with ERMHS procedures, consider the following:

- Collaborate with school psychologist colleagues experienced in the area of ERMHS.
- Review and/or utilize the EDCOE Charter SELPA ERMHS Report Template found in the SEIS Document Library.
- Attend ERMHS training provided by the EDCOE Charter SELPA (available in the Online Professional Learning catalog located at <http://charterselpa.org/professional-learningcatalog/>).
- Review the EDCOE Charter SELPA ERMHS Program Guidelines document (located at <http://charterselpa.org/program-support/>). (These resources may also be used by LAUSD schools).
- Join state-specific school psychology organizations such as the California Association of School Psychologists (CASP) to access other professionals, archived resources and ongoing training opportunities.
- Connect with your graduate program for additional guidance or professional development opportunities.

## REFERRAL

Q5. When should a referral for ERMHS assessment be initiated?

A5. A referral for ERMHS assessment should be initiated any time it is suspected that social emotional and/or mental health need(s) may impact access to the educational environment and cannot be adequately supported through the general program. Although not an exhaustive list, an ERMHS assessment may be warranted when a student:

- Exhibits maladaptive or atypical behaviors, or displays a significant change in behavior that negatively impacts educational performance
- Exhibits social-emotional needs that cannot be addressed by the current educational program
- Is accessing general education counseling for a “short-term” need and has not made progress or ongoing counseling is required
- Displays ongoing school refusal
- Engages in self-harm, expresses suicidal ideation or attempts to end his or her life
- Has been diagnosed with a mental health disorder and parent/guardian provides documentation requesting a school-based assessment and service
- Is hospitalized for mental health related need
- A referral may also be initiated whenever additional services or a change of placement are being considered due to mental health or if a parent, legal guardian or adult student requests assessment for ERMHS.

It should be noted that a separate ERMHS assessment may not be required if a comprehensive evaluation was recently completed within an approximately six-month timeframe which include interviews, observations, and social emotional rating scales that can determine ERMHS eligibility and services. This is most often the case following comprehensive assessment for Emotional Disturbance (ED).

Q6. What is the difference between a referral for ERMHS and a referral to assess for Emotional Disturbance (ED)?

A6. The purpose of an ERMHS assessment is to determine need for ERMHS specifically and does not determine special education eligibility. Alternatively, a comprehensive psychoeducational assessment for ED can both determine ED eligibility and a recommendation for ERMHS, as long as the elements required for both ED eligibility and ERMHS recommendation are included. Therefore, depending on the level of student need, an IEP team may move forward with a referral for both a psycho-educational evaluation to assess ED as an area of suspected disability as well as determining need for ERMHS services. If this is the case, the case manager should ensure that both reasons for referral are indicated in the Prior Written Notice (PWN) section of the Assessment Plan (AP) in SEIS prior to obtaining parental consent.

Q7. Should a student be referred for ERMHS assessment to support short-term needs?

A7. A student with an IEP may access short-term counseling through the general education program to address a temporary need such as a natural disaster, death of a loved one, parental divorce or a break-up with a significant other. Although short-term trauma or grief may be addressed through general education supports without an ERMHS assessment, progress should be closely monitored during this time. If progress is not made and/or

continued counseling is required it is recommended that the IEP team refer for an ERMHS assessment to further investigate social-emotional needs and determine if ERMHS are warranted as a function of the IEP.

Q8. Should all pre-referral interventions be exhausted before recommending an ERMHS assessment?

A8. Although pre-referral interventions are encouraged, the use of pre-referral interventions as part of a Response to Instruction and Intervention (RtI2) 1 or Multi-Tiered System of Supports (MTSS)2 process does not diminish a LEA's obligation under the IDEA to obtain parental consent and evaluate a student in a timely manner. For that reason, it is generally not acceptable for a team to wait several months to conduct an evaluation or to seek parental consent for an evaluation if an additional area of need or eligibility is suspected. Therefore, when a student is referred for an ERMHS assessment it is recommended that the IEP team carefully consider the referral to avoid delaying assessment and potential services based solely on access and response to pre-referral interventions.

Q9. What if a parent/guardian provides an independent report as part of their referral?

A9. If a parent or guardian provides an independent report which indicates social-emotional and/or mental health needs, it is recommended that an IEP meeting be held to review parent concerns, results of the independent assessment, and determine whether ERMHS assessment is warranted. Although independent medical reports and records should be considered by the IEP team, they do not equate to immediate eligibility for ERMHS. For example, some students may experience mental health disorders that are managed independently and therefore do not manifest in the school setting. Therefore, despite the presence of a clinical mental health diagnosis, an ERMHS assessment must still be completed to examine if and/or how a student's documented mental health disorder impacts his or her ability to access the educational environment. This ensures that appropriate school-based services are provided.

It is also recommended that the school obtain a signed Exchange of Information to allow the assessor to discuss the student's medical and mental health needs as they relate to the educational setting. The ERMHS assessment report may include relevant information provided by the clinical and/or independent assessor in the "background" or "health" sections of the ERMHS report, as appropriate. Although independent medical reports may be provided by the parent/guardian as reviewed above, LEAs are not required to seek medical input prior to determining need for ERMHS services. Should a school request medical diagnosis, they incur financial responsibility for the medical evaluation. As a reminder, medication cannot be considered a mitigating factor when determining whether a student qualifies for IEP services. Assessments are also required to discontinue ERMHS services. Please see the "Discontinuing Services" section of this FAQ for additional information.

## **ASSESSMENT**

Q10. What is the purpose of an ERMHS assessment?

A10. The purpose of the ERMHS assessment is to examine areas of social-emotional need and determine whether educationally related mental health services are required in order for the student to access his or her education. If needed, ERMHS assessment data informs the implementation of meaningful effective and evidence-based interventions. Assessment data collected during the assessment is used to update present levels, determine eligibility for ERMHS services, write ERMHS goals and make an informed recommendation to the IEP regarding the appropriate frequency and duration of services. It should be noted that final recommendations regarding services will be made by the IEP team.

Q11. Is an assessment required to initiate ERMHS?

A11. Yes. Schools must assess and serve students' educationally related mental health needs through the same process as other identified educational needs. As is the case with any other related service (i.e. speech, OT, APE, etc.), an assessment must be completed to both initiate and discontinue ERMHS (Cal. Ed. Code §56320).

Q12. The IEP team is in agreement that a student requires counseling. Can we add the service to the IEP without assessment? Can it be added without assessment if the student is already receiving counseling through the general education program?

A12. Schools must assess and serve students' educationally related mental health needs through the same process as other identified educational needs, therefore assessment is required to initiate ERMHS services. However, information regarding progress while receiving short-term general education counseling services may be incorporated into the "Background Information" section of the ERMHS assessment and report. The IEP team may also document in IEP notes if a student is participating in counseling through the general education program while the assessment is being conducted.

Q13. Is an ERMHS assessment still required if a student has been hospitalized or is in crisis?

A13. Yes. Although the overall process remains the same, it is recommended that the team consider expediting assessment in a crisis situation. The team should also consider whether interim mental health support is required during this time. Reports and/or information provided as a result of a hospitalization should also be taken into account when discussing area(s) of need. It is also recommended that the school obtain a signed Exchange of Information to allow the assessor to discuss the student's medical and mental health needs as they relate to the educational setting.

For more information on incorporating independent reports into an ERMHS assessment, please refer to the Question 9 above. For more information on steps to follow if a student with an IEP is hospitalized to support mental health needs, please refer to Question 37 of this FAQ document. For more information on steps to follow if a student without an IEP is hospitalized due to mental health concerns, please refer to the Continuum of Placement: Psychiatric Hospitalizations for students with/without IEPs in the IEP Services, Goals and Continuum of Placement section of the ERMHS Program Guidelines. The ERMHS Program Guidelines can be located on the Charter SELPA website ([charterselpa.org](http://charterselpa.org)) in the Resources section of the Program Support page.

Q14. The student already has social-emotional goals but hasn't been receiving ERMHS. Do we need to complete an assessment before adding an ERMHS service?

A14. If an IEP is in agreement that a goal is being adequately met through an existing service (i.e. self-regulation goal being met through a Behavior Intervention Plan (BIP) and Behavior Intervention Service (BIS)), then additional assessment for ERMHS may not be required.

However, if an assessment was not completed in order to develop the current goal, the student is not making progress, and/or an initial referral for ERMHS has been made, then an assessment must be completed before adding an ERMHS service.

Q15. Who can conduct an ERMHS assessment?

A15. According to federal regulations, ERMHS assessments must be performed by "trained and knowledgeable personnel" capable of "obtaining, integrating, and interpreting information about child behavior and conditions

relating to learning”. Assessments must identify all needs “whether or not commonly linked to the disability category in which the child has been classified” (34 C.F.R. § 300.304).

Under AB 114 (2011), several sections of Chapter 26.5 of the California Government Code were amended or repealed including those allowing qualified mental health professionals other than school psychologists to conduct mental health assessments of students with disabilities for purposes of providing students with a free appropriate public education. California Education Code 56320(a)(3) further states that: “Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil’s educational needs shall be conducted, by qualified persons, in accordance with requirements including, but not limited to, all of the following... (3) Are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of the assessments, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.”

Therefore, ERMHS assessments must be completed by a school psychologist due to Cal Ed code guidance related to administering tests of emotional functioning as well as expertise and experience in assessment, mental health, areas of disability and impact on learning.

Q16. Does the ERMHS assessment need to be a separate, stand-alone assessment?

A16. No. Although an ERMHS assessment can stand alone if the referral occurs outside of the initial, triennial or other psycho-educational assessment process, the required components of an ERMHS assessment may also be included within an initial, triennial or other psychoeducational evaluation to assess additional areas of suspected disability. If the ERMHS assessment will be included within an initial, triennial or supplemental assessment, ensure that the social-emotional box is checked on the assessment plan and all reasons for referral, including ERMHS assessment, are included in the corresponding Prior Written Notice (PWN). Also specifically list “ERMHS” under “Other” to indicate that the assessment goes beyond typical social-emotional assessment even when not completed as a stand-alone assessment.

Q17. How should the Assessment Plan (AP) be written for an ERMHS assessment?

A17. If completing a stand-alone ERMHS assessment, select “Other” as the assessment type and manually enter “Educationally Related Mental Health Services Assessment”. Complete the Prior Written Notice (PWN) portion to reflect the reason for the referral, options considered and description of the evaluation procedures used in deciding to propose the assessment (what data informed this referral?). Then, check the Social Emotional/Behavior box and enter the examiner title (see below).

If completing as part of an initial, triennial or supplementary assessment, ensure that the Social-Emotional/Behavior box is checked, the examiner title is included, and all reasons for referral/assessment are included in the corresponding PWN. To ensure the parent is fully informed regarding all areas of assessment, the team may select “Other” in addition to the assessment type and manually enter “Educationally Related Mental Health Services Assessment”.

Q18. I discovered ERMHS-related concerns while completing an initial or triennial assessment. Do I need to send home another assessment plan and initiate a separate 60-day timeline to assess for ERMHS?

A18. If the social-emotional box was checked on the original Assessment Plan (AP), you may proceed with assessing social-emotional needs and make a subsequent recommendation for ERMHS services, as long as all components of an ERMHS assessment are present. As a best practice recommendation and to ensure full parental consent, you may send home an amended or new PWN/AP with the “Other” and “Educationally Related Mental Health Services Assessment” boxes completed under Assessment Type. Add any updated information to the PWN section and request parent initial or signature to acknowledge.

If the social-emotional box was not checked on the original AP, the preferred option would be to send home an amended AP with an updated PWN and social-emotional box checked for parent signature and complete within your existing timeline. If there is not enough time remaining in your existing timeline to comprehensively complete the social-emotional/ ERMHS portion of your assessment, you may send a separate AP which subsequently initiates a new 60-day timeline for the additional assessment. It is strongly recommended that the amended or new AP be sent immediately upon identifying an additional area of social-emotional need in order to begin ERMHS assessment as soon as possible. It is not recommended that teams wait until the original 60-day timeline is complete and the IEP is held to recommend additional assessment, as doing so may unnecessarily delay the assessment and subsequently delay access to ERMHS.

Q19. What should be included in an ERMHS assessment?

A19. Assessments must use a “variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child” (34 C.F.R. §300.304(b)(1)). More specifically, a comprehensive ERMHS assessment must include but should not be limited to:

- • Relevant background information
- • Relevant health and educational history, including history of interventions and response
- • Review of previous psycho-educational assessment results
- • Student, teacher and parent/guardian interview
- • Student observation and data collection
- • Broadband assessments (i.e. Behavioral Assessment System for Children (BASC), Child Behavior Checklist, Clinical Assessment of Behavior (Bracken), Reynolds Adolescent Psychopathology Scale (APS))
- • Narrowband assessments in areas of suspected or identified need (i.e. Children’s Depression Inventory (CDI), Reynolds Depression Scale (RCDS), Revised Children’s Manifest Anxiety Scale (RCMAS), Reynolds Adolescent Depression Scale (RADS)).

When completing interviews and rating scales, it is recommended that information be gathered from multiple parties including the student, parent(s)/guardian(s), teacher(s), and other staff with knowledge of the student. Obtaining information from multiple sources provides a comprehensive sample of experiences, observations and interactions within both academic and social contexts. As stated above, information gathered directly from the student via interview and/or rating scale is incredibly valuable and should be completed to the extent possible as appropriate based on the student’s age and developmental level.

Observations across multiple days in various settings are also imperative to rule out responses or behaviors specifically related to non-preferred tasks, subjects, transitions, instructors, or peer groups. Finally, data collected

over time is essential to understanding whether social-emotional challenges are ongoing or short-term and situationally related, both of which should be supported, albeit differently.

For additional guidance on assessment and report writing, please refer to the EDCOE Charter SELPA ERMHS Report Template found in the SEIS Document Library and/or the ERMHS guidelines document on the EDCOE Charter SELPA website.

Q20. Do I have to rule out Emotional Disturbance (ED) when assessing for ERMHS?

A20. Ruling out ED is not required in all cases; however, it is recommended that the IEP team discuss whether assessment for ED is warranted based on the referral and mental health concerns. It is also recommended that discussion regarding consideration of additional areas of eligibility (such as ED) be included in IEP notes. If the IEP team is unsure whether assessment for ED is warranted, then it may be determined that ED is an area of suspected disability and therefore should be assessed. The assessment for both ED eligibility and ERMHS services can occur concurrently and be presented in the same report. This assessment and report would be considered a “psycho-educational and ERMHS assessment” and must be completed by a credentialed school psychologist. Additional psychoeducational assessment for ED may not be required in the following circumstances:

- •If the student has recently been assessed for ED and found ineligible,
- •If the referral for ERMHS is clearly related to the student’s current disability and ED is not suspected, and/or
- •The team can provide data as to why assessment for ED is inappropriate.

Regardless of final decisions regarding assessment, it is recommended that the IEP team discussion regarding additional areas of disability be clearly documented in IEP notes and/or on the Assessment Plan (AP)/Prior Written Notice (PWN).

## **REPORT AND RECOMMENDATIONS**

Q21. What is included in a defensible ERMHS report? Does the EDCOE Charter SELPA offer an ERMHS report template?

A22. In order to write a legally defensible and meaningful ERMHS report, ensure that all elements of a comprehensive ERMHS assessment are included (listed above in the Assessment section of this document) and presented in an accessible and student-centered manner. To support the development of defensible ERMHS assessments and reports, the EDCOE Charter SELPA has created a template located in the SEIS Document Library. Recommendations found within the template align with federal and state law which requires that language used in written reports be accessible to all IEP members, particularly parents and guardians, in order to support meaningful participation in the IEP process. With that in mind, the template is not intended to be used as a sample report but rather as a tool to assist in ensuring all key components are included.

The ERMHS report template, as well as other templates located in the SEIS Document Library, are intended to provide school psychologists with a legally defensible base from which to build a reader-friendly, student-centered assessment report. For this reason, bulleted guidelines are included in red in lieu of sample narrative language. These are included to prompt the school psychologist to add the data and/or narrative and should be removed prior to presenting the report to the team. Additionally, not all sections of the report are required; therefore, removal of sections may be necessary based on the reason for referral.

Q22. Under what circumstances are ERMHS recommended?

A22. It is the responsibility of the assessor to make an informed recommendation regarding the need for ERMHS services for IEP team consideration based on assessment results. ERMHS services may be recommended if assessment results indicate social-emotional/mental health needs which impede the student's ability to access his or her educational program to a degree requiring educationally related mental health services. Goals and services are then recommended based on areas of identified need. ERMHS assessment results may also indicate need for Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP), regardless of ERMHS eligibility.

As a reminder, per AB 114, eligibility for related services such as ERMHS is not contingent on a particular disabling condition and should be determined based on an assessment that reveals an individualized need for the service.

Q23. What factors should be considered when making a recommendation for Educationally Related Mental Health Services?

A23. It is recommended that answers to the following are clearly articulated within the summary and recommendations section of the ERMHS report and supported with data from the assessment:

- • What are the student's identified strengths?
- • How can these strengths be reinforced and utilized to support areas of need?
- • What are the student's identified areas of social-emotional need?
- • In which settings were social-emotional needs present and how did they manifest?
- • How do social-emotional needs impact access to the educational environment and/or create barriers to accessing FAPE?
- • What social-emotional skill(s) does the student require in order to access FAPE?
- • Can needs be supported through the general program, supplementary supports, accommodations for IEP services?

o If the answer is no and ERMHS services are required to support and/or obtain social emotional skills related to areas of need, qualification for ERMHS services are recommended.

- • Based on assessment results, are ERMHS services recommended?
- o If yes, in which areas of need are goals recommended?
- o If yes, what type of services are recommended?
- o It is important to have a recommendation of frequency and duration prepared for IEP team consideration based on assessment results; however frequency and duration will be determined by the student's level of need, rate of learning and number of goals will be the final determination of the IEP team.
- • Does the student require accommodations or supplementary behavioral planning in order to access FAPE?

Q24. Can the ERMHS assessment recommend general education counseling instead of a related service as part of the IEP?

A24. If assessment results determine that a student requires counseling in order to access FAPE, it is recommended that those services be offered as a function of the IEP and not solely as an intervention through the general education program.

## GOAL WRITING AND PROGRESS MONITORING

Q25. Can I write the goals if I am not the one providing the ERMHS service?

A25. Either the individual who has completed an assessment or the provider may write goals, however, it is recommended that both professionals collaborate to ensure that meaningful and attainable goals are developed, implemented and monitored by persons responsible as determined by the IEP team and indicated on the goal page. It is recommended that goals be written at the time which ERMHS services are recommended and based on identified areas of need.

Q26. A student is eligible for ERMHS, but already has a BIP and behavioral goal. Can the ERMHS provider focus on the existing goal only?

A26. Although an ERMHS provider may support a behavioral goal, it is not recommended that ERMHS services solely support a pre-existing behavioral goal. Rather, it is best practice to include a goal which focuses on the social-emotional skill required to both support student behavior and allow access to FAPE.

Q27. What are some tips for writing ERMHS goals?

A27. ERMHS goals must be written to address area(s) of need as indicated by assessment results and included in present levels of performance. Although use of benchmarks or short-term objectives is not required, it is recommended that they be used to address the strategy or process of implementation.

Tip: Be specific and action oriented when describing how a student will utilize a new skill. For example, consider the behavioral statement “Joe will stop calling out”. This statement describes only the absence of behavior and therefore is not action-oriented. What skill will Joe learn and utilize in order to stop calling out? What is Joe expected to do instead? This statement may be replaced with:

“Joe will utilize a learned strategy (i.e. raise his hand, stand, or write on a post-it) instead of calling out”.

Similarly, consider replacing: “Sue will stop leaving class when frustrated” with “When frustrated, Sue will utilize predetermined supports (e.g. help cards, break cards, timer and reinforcement system) in order to request help or take a break instead of leaving class”.

Due to the fluid and occasionally elusive nature of social-emotional skills, ERMHS goals can feel challenging to write in a specific, strategic and measurable manner. Although the previous examples are not complete goals, they are intended to illustrate how one may reformat the conditions and observable behavior components of a goal with an increasingly specific, action-oriented and skill based approach.

Below are additional tips and questions to consider in ERMHS goal development:

- • How does the student’s mental health needs and/or behavior manifest educationally?
- • How is the student’s learning and school performance impacted?
- • How are the student’s relationships and social involvement impacted?
- • What is the skill deficit?
- • What does the student need to learn to utilize the new skill and subsequent positive behavior?

Write specific and data-based baselines, which can be taken directly from present levels of performance. If ERMHS goals are based directly on assessment data and well-written present levels, they will be measurable and attainable.

Q28. Is it required that parents receive progress monitoring updates on ERMHS goals?

A28. Progress on ERMHS goals is monitored by the provider and/or case manager. Progress reports must be provided at intervals consistent with other non-ERMHS goals. Goals are reviewed by the provider at annual IEPs and updated accordingly. Reminder: Ensure goals are measurable and that valid and consistent measures are used when progress monitoring.

Q29. What if the student is not meeting his or her goals?

A29. If no or limited progress is made, do not continue an ineffective goal or intervention. Instead, adjust goals and/or services as needed to increase likelihood of goal attainment and allow educational benefit. Services may be adjusted based on goal progress yet assessment is required to discontinue services.

## SERVICES

Q30. Which services are considered Educationally Related Mental Health Services?

A30. The California Special Education Management Information System (CASEMIS) code service descriptions are used to delineate the specific type of service being provided to a student (500 codes). These include Individual Counseling (510), Counseling and Guidance (515), Parent Counseling (520), Social Work Services (525) and Psychological Services (530).

Although Behavior Intervention Services (BIS, 535) is not considered an ERMHS service in isolation, BIS may be considered an ERMHS related service only if paired with another ERMHS service (i.e. BIS and counseling and guidance). A comprehensive description of each service is listed below:

**Individual Counseling (510) refers to one-to-one counseling, provided by a qualified individual pursuant to an IEP:**

1. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students.

2. These services are expected to supplement the regular guidance and counseling program. Counseling and Guidance (515) refers to counseling in a group setting, provided by a qualified individual pursuant to an IEP:

1. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students.

2. IEP required group counseling is expected to supplement the regular guidance and counseling program.

3. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP.

4. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students.

**These services are expected to supplement the regular guidance and counseling program. Parent Counseling and Training (520) may include:**

- Assisting parents in understanding their child’s special needs.
- Providing parents with information about child development.
- IEP required parent counseling is intended to supplement the regular guidance and counseling program.
- Social Work Services (525), provided by a qualified individual pursuant to an IEP, include, but are not limited to:
  - Preparing a social or developmental history of a child with a disability.
  - Group and individual counseling with the child and family.
  - Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school.
  - Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

**Psychological services (530) may include:**

- Counseling provided to an individual with exceptional needs by a credentialed or licensed psychologist or other qualified personnel.
- Consultative services to parents, pupils, teachers, and other school personnel.
- Planning and implementing a program of psychological counseling for individuals with exceptional needs and parents.
- Assisting in developing positive behavioral intervention strategies. This term does not include assessment services or IEP development.

Q31. Which credentials are required to provide ERMHS?

A31. According to the California Association of School Psychologists (CASP): “Although school psychologists employed within their LEA are the preferable choice to provide counseling as a related service, there are other professionals who may be able to provide these services”.

Services may be provided by a qualified intern under the direct supervision of an individual who holds the appropriate credential authorization (5 CCR §3051 *et. seq.*).

The authorization of a school psychologist intern or school counselor intern to provide ERMHS services is not explicitly stated in educational code and therefore is not asterisked in the chart above. It is recommended that LEAs review the authorizations included within the California Commission on Teacher Credentialing (CTC) internship credential to ensure that the holder is approved to provide counseling services under the direct supervision of a similarly credentialed staff member. It is also recommended that LEAs consider the intern’s program requirements, course of study and level of training prior to initiating services with students who receive ERMHS. As a reminder, CTC requires that school psychologist interns are supervised by a credentialed school psychologist with the equivalent of at least two (2) years of full-time experience as a school psychologist. For more information on school psychologist intern or school counselor intern credentials, please refer to the Pupil Personnel Services

School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance Program Standards found on the CTC website at: [www.ctc.ca.gov](http://www.ctc.ca.gov).

In the event that a school is contracting for assessment and services, it is important to note that a school does not have to use the same person or agency to both assess and provide services.

Q32. How are the type and frequency of services determined?

A32. The type and frequency of services are determined by calculating the frequency and duration of services required to allow the student to make meaningful progress on goals in the Least Restrictive Environment (LRE). In order to explore this further, CASP provided the following guidance in an ERMHS position paper:

“The needs of students in any arena are multi-faceted and often can be viewed along a continuum of intensity of need. This is true for the social emotional needs in particular. Not all students who have been identified as needing educationally related social emotional counseling support will require the same modality, frequency or duration of service.

Research has highlighted that “outcomes for children and adolescents with social emotional challenges can be greatly enhanced through interventions that (a) are sustained, flexible, positive, collaborative, culturally appropriate, and regularly evaluated: (b) are built on the strengths of the students and their families: and (c) address academic as well as social behavioral deficits (Bullock and Gable, 2006). As such, it is essential that the IEP team identify the specific needs, develop appropriate goals, and specify the services that may meet those goals. (<http://www.casonline.org/pdfs/position-papers/ERMHS-final.pdf>)

Q33. What if a student refuses to receive ERMHS?

A33. Student refusal does not absolve the LEA of the obligation to offer ERMHS services if needed for the student to access FAPE. If a student is refusing to access services, do not discontinue services based solely on student refusal to access. Instead, consider the following:

- • Discuss the refusal with the student and work to find a mutually agreeable resolution.
- • Increase rapport building opportunities to build trust and relationship prior to engaging in full counseling sessions.
- • Change the location, environment or manner in which services are provided.
- • Consider whether concurrent behavioral intervention is required.
- • Consider change in service provider if needed.
- • Convene an IEP meeting to discuss refusal, current areas of social-emotional needs and document next steps to allow access to services.

Q34. What if a parent/guardian refuses to consent to ERMHS?

A34. If a parent refuses to consent to ERMHS, the following steps should be considered in order to obtain parental consent:

- • Explore parent concerns and options for alleviating those concerns through considerations such as further explanation of ERMHS as it relates to the educational setting or increased collaboration with parents.

- • Review assessment results and areas of need to illustrate why ERMHS are recommended for the student to access his/her educational program.
- • Request a SELPA facilitated IEP to support resolution.
- • Contact your SELPA program specialist for further collaboration and guidance.
- • If the parent continues to refuse ERMHS and data indicates that refusal to consent will result in an inability to provide FAPE, Due Process procedures afforded to both schools and parents may be initiated. Please contact your administrator, SELPA program specialist and/or legal counsel for additional consultation if considering this option.

If a parent/guardian refuses to consent to ERMHS due to the student's participation in private counseling, it should be noted that participation in private therapy or counseling does not absolve a school of their responsibility to offer ERMHS assessment and services, if warranted to allow access to FAPE. Therefore, it is recommended that the IEP team maintain the offer of ERMHS and that the steps above be attempted in order to meet resolution.

Q35. Can ERMHS be provided outside of school hours?

A35. To allow students to access education and practice ERMHS goals in the educational setting, it is suggested that the ERMHS services be provided at school during the course of the school day. Although schools are not mandated to provide services outside of the school day, if an IEP Team determines that ERMHS services are required outside of the school day, the rationale should be clearly documented in the IEP. Additionally, teams must consider the following:

- Transportation: How will the student get to and from services? How will transportation costs be covered?
- Missed services: If a student misses a service due to lack of transportation or refusal, how will that missed session be documented and made-up?
- Documentation: If a school chooses to offer services outside of the school day, documentation should clearly illustrate how it was determined that services provided outside of the school day are necessary to allow the student to progress on his or her goals.

Q36. Can a student receive ERMHS if they're already receiving private counseling outside of school?

A36. Yes. Private therapy and educationally related mental health services serve different purposes and therefore can be provided concurrently. The focus of ERMHS services should be based solely on supporting the student to gain the skills required to access their educational environment. With that said, it may be beneficial for private and school based service providers to have an exchange of information signed to increase collaboration, alignment of interventions and supports, and subsequent generalization of new skills. As a reminder, a student's participation in private therapy or counseling does not absolve a school of their responsibility to offer ERMHS assessment and services if warranted to allow access to FAPE.

Q37. What if a student with an IEP is hospitalized to support mental health needs?

A37. If a student with an IEP is hospitalized due to mental health concerns including self-harm and suicidal ideation, follow the steps below:

1. Determine if reports or discharge paperwork are available from the hospitalization. If so, request access from the parent (or medical professional if exchange of information has been signed) in order to review reports.
2. Request that an exchange of information be signed between appropriate school and hospital personnel.
3. If the student does not currently receive ERMHS, offer an assessment plan for ERMHS
4. Determine whether the hospitalization indicates new area(s) of suspected disability that have not been assessed, specifically Emotional Disturbance. Propose an assessment plan if appropriate.
5. If the student currently receives ERMHS, consider whether additional assessment is needed and/or if services should be adjusted.
6. Convene an IEP to consider the following:
7. Update present levels, as appropriate.
8. Assist staff in better understanding the student's current levels of need
9. Determine if updated goals are required
10. Discuss whether adjustments are needed to current supports and services.
11. Discuss whether a Functional Behavior Assessment (FBA) and/or Behavior Intervention Plan (BIP) revision are needed. If there is currently no BIP in place, discuss whether an FBA is warranted to further assess behavior and guide development of a BIP.
12. Support in planning for the transition back to school and whether additional supports, staff communication and/or a safety plan for the student and staff may be required.

#### **DISCONTINUING SERVICES**

Q38. What if a student is chronically absent and is therefore not benefitting from ERMHS? Can services be discontinued under these circumstances?

A38. It is not recommended that ERMHS be discontinued due to chronic absenteeism. Alternatively, chronic absenteeism may indicate increased need for assessment and/or services, including ERMHS. Failure to address frequent absences of students who qualify for special education may result in a denial of FAPE. Therefore, if a student with an IEP is chronically absent or is suspected that absences are impacting the student's access to FAPE, it is recommended that an IEP team meeting be convened as soon as possible to accomplish the following:

- Collaborate with the parent(s)/guardian(s) to explore potential cause(s) of absences.
- Discuss whether absences are related to the area of disability.
- E.g. school avoidance related to anxiety, depression, academic challenges, etc.

It should be noted that for a student with an IEP whose truancy adversely affects learning, the duty to address the absences in the IEP may exist regardless of whether they stem from a disability. The IDEA regulations at 34 CFR 300.324 (a)(2)(i) require an LEA, in the case of a child whose behavior impedes the child's learning or that of others, to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

- Review the current offer of FAPE and discuss whether additional services may be required to support attendance and subsequent access to education, including but not limited to Specialized Academic Instruction, Behavior Intervention Services, Transportation or ERMHS.
- If a new area of eligibility and/or need is suspected, it is recommended that an assessment plan be generated and an assessment initiated in order to evaluate the suspected area of need and determine whether additional area(s) of eligibility, goals, accommodations and services are appropriate.
- If assessment is required, discuss whether interim services may be provided to encourage school attendance while evaluations are completed.
- Discuss and consider whether support is required in the home setting in order for the student to transition to the school setting. If needed to access education, services may be provided in the home.
- Note: Frequent absences by students without an IEP may trigger child find responsibilities related to evaluation for special education services. For additional information on chronic absenteeism, please refer to the following resources:
- Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism (October 2015):

<https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>

Attendance Works: <http://www.attendanceworks.org/resources/>

National Center on Educational Outcomes: Students with Disabilities & Chronic Absenteeism (April 2018).  
<https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief15.pdf>

Q39. Is an assessment required to exit a student from ERMHS services/discontinue services?

A39. Although not clearly defined by statute, as with any other related service it is recommended that assessment be completed prior to discontinuing ERMHS. A team may consider requesting assessment to discontinue ERMHS when a student has met his or her ERMHS goals, and data/observations of behavior indicate that social-emotional need is no longer impacting access to education. Assessment may include:

- Review of previous assessment results
- Statement of reason for referral for discontinuation of services
- Updated rating scales in area of previous need
- Interview and observation
- Behavioral data
- Recommendation and summary statement
- Recommendation for ongoing accommodations, as needed, to support maintenance

Upon completion of the assessment, an IEP meeting must be convened. The assessor and service provider must be present at the IEP meeting to discuss the recommendation to discontinue services. Discussion and rationale for discontinuing ERMHS should also be clearly documented within the IEP notes. Following the meeting but prior to the termination of services, a parent must be provided with a Prior Written Notice (PWN) reviewing the rationale for discontinuing ERMHS.

For example, in the event that an IEP team agrees at an annual IEP that the student has met his or her ERMHS goals and services no longer appear to be required, an Assessment Plan (AP) must be provided to the

parent/guardian for an ERMHS assessment. Within the PWN portion of the AP, it should be indicated that the purpose of the assessment is to consider whether ERMHS continue to be required based on goal progress, data collection and observations of student behavior. Then, another IEP must be held within 60 days of signature to formally discontinue ERMHS, if supported by assessment results.

Q40. What if the parent/guardian won't agree to discontinue services?

A40. The last signed and implemented offer of FAPE, otherwise known as the "stay put" offer of services, would continue to apply until an agreement is reached. In order to reach an agreement, teams may attempt the following:

- Further explore parent/guardian concerns and discuss options for alleviating concerns through accommodations or through supports provided in the general program.
- Review assessment results and goal attainment to illustrate why ERMHS are no longer required for the student to access his/her educational program.
- If parent/guardian concern(s) exist in an area not been assessed nor addressed, consider completing an assessment in the requested area prior to making a final determination.
- Request a SELPA facilitated IEP meeting to support in resolution.
- Contact your SELPA program specialist for further collaboration and guidance.
- Due Process procedures afforded to schools and parents may be initiated if the IEP team is unable to meet resolution through all other means. Please contact your administrator, SELPA program specialist and/or legal counsel for additional consultation if considering this option.

## **CLOSING**

The information provided in this FAQ document is based on federal and state law, current case law and best practice recommendations. Due to the wide-ranging and individualized needs of students, specific case complexities often arise. Therefore, if your question was not answered within this document please feel free contact your assigned SELPA Program Specialist for additional consultation and support.

## Gifted and Talented Program Assessment

October is usually when we begin the GATE identification phase. In collaboration with teachers and department chairs, academic deans should start compiling lists of students to be tested in grades 3, 6, and 9. Students in other grades may be tested as well, however, it is not required. In order to ensure equity, we also want to include a randomly selected number 5% of the general student population in those grades in addition to the students identified by your academic team.

Please keep in mind the different types of intelligences when determining which students are going to be assessed:

- **Intellectual Ability** – A student demonstrates exceptional intellectual development.
- **Creative Ability** – A student is able to produce unique solutions to problems, think critically, and perceive unusual relationships among aspects in their environment.
- **Specific Academic Ability** – A student functions at a high level in a specific area.
- **Leadership Ability** – A student displays behaviors characteristic of strong leadership.
- **High Academic Achievement** – A student consistently produces advanced work products, carries on intellectual discourse, and/or attain exceptionally high scores on achievement tests.
- **Visual and Performing Arts Talent** – A student creates, performs, produces, or responds at exceptionally high levels in the arts.

### **Planning for GATE Testing Implementation:**

- We will test the students using the Otis Lennon School Ability Test (OLSAT).
- Please access the GATE flyer, parent permission slip, and included spreadsheet for ordering test access. These documents are on the Student Services Unit website.
- School teams will be selecting students for testing, though a parent can make a request by filling out the request form
- We will be testing 3rd graders at the elementary level unless a parent makes a request or the team decides that additional testing is necessary.
- The OLSAT8 exam is a computer-based exam so no need to schedule testing with other school sites. If a student misses their exam date, the school can reschedule for that individual student.
- Once the reports are run, we will refer the student to the next level for them to be evaluated by a Magnolia school psychologists on the Raven's Assessment. The school psychologists will proctor the Raven's assessment with the support of the deans. The students will be classified as either gifted or highly gifted based on their cut off scores.
- Each Identified student will be provided a psych report for the parents explaining the student's specific areas of strength that can be placed in their cumulative records in an orange folder.

## Non Public Agency

### Requirements/ Expectations and Reasons for Dismissal

*Please adhere to the information within this manual and additional direction provided by the Director of Special Education and Support Services to avoid a violation of American Disabilities Act, Special Education and/or CDE Compliance Laws.*

While relationships are important, they are only as healthy as the relationship itself. Therefore, we have extracted the basic requirements for a Non-Public Agency in the state of California. When I ask for service agreements, personnel certification documents etc. It is because if we are not using the appropriate personnel, we are out of compliance. Magnolia is responsible for ensuring any agency servicing our scholars is in compliance.

The following checklist and information are based on the CDE. **(California Education Code Section 56366)**

### Principal's NPA Compliance Checklist

\_\_\_\_\_ **Ensure that your consultants have the appropriate credentials for the services being provided. A Personnel Certification Sheet for all service providers should be provided to Magnolia Public schools and updated as consultants are added or deleted.**

\_\_\_\_\_ **Ensure that your consultants sign in and out daily and the sign in sheet is initialed by a MPS Coord**

\_\_\_\_\_ **Ensure that the providers are only billing for working with the scholars and an additional 30 minutes to 1 hour per week of notes**

\_\_\_\_\_ **Ensure that your school receives a case file with all assessments completed at each IEP meeting**

\_\_\_\_\_ **Ensure that your school receives service tracking logs that include the scholars' goals, activities and the progress toward the goal achievement**

\_\_\_\_\_ **Assist the NPA in developing Individual Service Agreements for each scholar as required by the CDE. These agreements should be on file with both the school and the agency for auditing purposes. The template is available on the Special Education and Support Services Website.**

### General Information

**These requirements are taken directly from the CDE website with regard to Non-Public agencies and their mandated responsibilities.**

1. The NPA shall meet those standards as prescribed in federal and state statutes and regulations pertaining to special education. An NPA shall also meet standards as prescribed by the State Superintendent of Public Instruction (SSPI) and the SBE.
2. It is the intent of the Legislature that the role of the NPA shall be maintained and continued to serve as an alternative special education service available to districts, special education local plan areas (SELPA's), county offices of education, and parent(s)/guardian(s).

3. An NPA shall not claim and is not entitled to receive reimbursement for attendance unless:
  1. It is under contract with a public education agency (i.e., school district, SELPA, or county office of education) pursuant to the provision of *EC* Section 56366(c); and
  2. The site location where the scholar is receiving special education or designated instruction and services has been certified by the California Department of Education (CDE).
4. Students supported by federal and state education funds shall have been previously identified as eligible to receive specially designed education and related services by the public education agency where the pupil resides (a school district or county office of education) and where the pupil has a current IEP. The IEP is a plan developed between the local public school district and the parent(s)/guardian(s), along with a participant from the NPA to decide the kinds of related services each scholar needs.
5. An NPA that is located outside of California is eligible for certification pursuant to *EC* Section 56366.1, only if a pupil is currently enrolled in a program operated by that agency pursuant to the recommendation of an IEP team in California and that pupil's parent(s) or guardian(s) reside in California.
6. "Nonsectarian" means a nonpublic school or agency that is not owned, operated, controlled by, or formally affiliated with a religious group or sect, whatever might be the actual character of the education program or the primary purpose of the facility.
7. Designated instruction and services (DIS) or related services, as specified in the IEP, shall be available when services are necessary for the pupil to benefit educationally from his or her instructional program. DIS shall be provided only by qualified personnel pursuant to the *EC* 56366.1(n) and Title 5 *CCR* 3051.

### **Certification Standards (California Education Code Section 56366 [d])**

No master contract for special education and related services provided by an NPA shall be authorized under this part unless an agency has been certified as meeting those standards relating to the required and specified related services, and facilities for individuals with exceptional needs. The certification shall result in the agency receiving approval to provide related services to special needs scholars enrolled in California's public school system.

### **Master Contract (California Education Code Section 56366)**

There shall be signed, current master contracts between the contracting local educational agency (LEA) and the NPA. The LEA and the NPA shall enter into a written agreement (master contract) to specify the general administrative and financial agreements in providing related services to special education scholars in accordance with the pupil's IEP.

### **Individual Services Agreement (California Education Code Section 56366 [a][2A])**

There shall be a signed individual services agreement (ISA) for each scholar served by the NPA. The contracting LEA and the NPA shall have an ISA in place for each scholar receiving related services. The ISA is similar to a prescription in that it specifies the type or duration of services to be provided by the NPA, as specified by the scholar's IEP.

### **Staff Qualifications/Requirements (20 United States Code Section 7807 [23], California Education Code Section 56366.1 [n][1]; 5 California Code of Regulations Section 3051)**

“Qualified” means: (a) that a person has met requirements for federal and state certification, licensing, registration, or other comparable requirements that apply to the area in which he or she is providing related services, or in the absence of such requirements, the state education agency approved or recognized requirements; and (b) that he or she adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the *California Business and Professions Code*.

Notwithstanding any other provision of law, only those NPAs that provide related services utilizing staff members who hold a certificate, permit, or other document equivalent to that which staff members in a public school are required to hold in the service rendered are eligible to receive certification. For clarification, please refer to the [California Commission on Teacher Credentialing \(CTC\) Web site](#)  or for other licensure information, refer to the [California Department of Consumer Affairs Web site](#) .

Only those NPAs located outside California that employ staff members who hold a current valid credential or license to render special education and related services, as required by that state, shall be eligible to be certified.

### **Staff Fingerprint Clearance Requirements (California Education Code Section 44237)**

All persons who have contact with pupils must have completed a Department of Justice (DOJ) criminal history clearance before they can be employed by the NPA. As required by *EC 44237*, the DOJ criminal history clearance includes both state and federal criminal record checks. For the most current information on fees and fingerprint submissions, please see the [DOJ Web site](#) .

### **Tuberculosis Requirements (California Health and Safety Code sections 121525-121555)**

Agency staff must show proof of the absence of Tuberculosis (TB). TB examination clearance forms are to be retained at the agency’s site. TB clearances do not need to be included in the certification application unless they are specifically requested. TB clearances are valid for four years. Skin tests must be the Mantoux 5TU Co.1 cc P.P.D. injected intradermally; other skin tests are not acceptable. Only those persons with documented, positive skin tests may submit certificates to prove absence of active TB (this may or may not include a chest x-ray).

### **Certification at All Sites (California Education Code Section 56366.1[c])**

If an NPA operates a program at more than one site, each site shall be certified.

### **Causes for Suspension or Revocation of Certification (California Education Code Section 56366.4)**

The CDE may suspend or revoke the certification of an NPA for any of the following reasons:

1. Violation of any applicable state or federal rule or regulation, or aiding, abetting, or permitting the violation of any applicable state or federal rule or regulation.
2. Falsification or intentional misrepresentation of any element of the application, pupil records, or program presented for certification purposes.

3. Conduct in the operation or maintenance of the NPA that is harmful to the health, welfare, or safety of an individual with exceptional needs.
4. Failure to comply with any provision in the contract with the local education entity.
5. Failure to notify the CDE in writing of any of the following within 45 days of the occurrence: (a) changes in credentialed, licensed, or registered staff who render special education and related services; ownership, management, or control of the NPA; (b) major modification or relocation of facilities; and (c) significant modification of the NPA program.
6. Failure to implement recommendations and compliance requirements following an on-site review of the agency.
7. Failure to provide appropriate services, supplies, equipment, or facilities for a pupil as required in the pupil's IEP.
8. Failure to notify the CDE within 10 days of the revocation or suspension of any license or permit including, but not limited to, any residential care license, business license, or other required license or permit.
9. Failure to implement a pupil's IEP.
10. Failure to notify the CDE in writing within 10 days of the death of a pupil or any other individual of unnatural causes within the agency, including the circumstances surrounding the death and any appropriate preventative measures being taken or recommended.

The CDE is required to notify contracting LEAs and the SELPA in which the NPA is located of the determination to suspend or revoke state certification.

## Compliance Monitoring of all Special Education Files, Psych, DIS and Academic Reports and Additional NPA Assurances

### Master Contract (California Education Code Section 56366)

There shall be signed, current master contracts between the contracting local educational agency (LEA) and the NPA. The LEA and the NPA shall enter into a written agreement (master contract) to specify the general administrative and financial agreements in providing related services to special education students in accordance with the pupil's IEP.

### Individual Services Agreement (California Education Code Section 56366 [a][2A])

There shall be a signed individual services agreement (ISA) for *each student* served by the NPA. The contracting LEA and the NPA shall have an ISA in place for each student receiving related services. The ISA is similar to a prescription in that it specifies the type or duration of services to be provided by the NPA, as specified by the student's IEP.

### Staff Qualifications/Requirements (20 United States Code Section 7807 [23], California Education Code Section 56366.1 [n][1]; 5 California Code of Regulations Section 3051)

“Qualified” means: (a) that a person has met requirements for federal and state certification, licensing, registration, or other comparable requirements that apply to the area in which he or she is providing related services, or in the absence of such requirements, the state education agency approved or recognized requirements; and (b) that he or she adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California *Business and Professions Code*.

Notwithstanding any other provision of law, only those NPAs that provide related services utilizing staff members who hold a certificate, permit, or other document equivalent to that which staff members in a public school are required to hold in the service rendered are eligible to receive certification. For clarification, please refer to the [California Commission on Teacher Credentialing \(CTC\) Web site](#) or for other licensure information, refer to the [California Department of Consumer Affairs Web site](#) .

### Consultant and Staff Accountability

The Principals of MPS are requesting that all consultants of MPS sign in upon arrival and sign out upon departure in the main office of each campus or with the SPED coordinator as determined by each school site principal.

All services should be provided in either 30, 45, or 60 minute blocks as determined by the students' IEP and agreed upon by the SPED coordinator for each site. No service minutes should be reduced arbitrarily by the NPA consultants.

In addition to the requirements stated in the California Ed codes and MPS principals as outlined above, the Non Public Agency will adhere to the following to ensure Services are Rendered in an effort to support compliant status for the LEA. All reports will be *Legally Defensible*. An electronic copy will be submitted to the SPED coordinator

at least four (4) days prior to the IEP meetings. If changes are made to the report, a final, signed copy must be provided at the conclusion of the meeting.

I All Nurses Assessments will include the following:

- Developmental Milestones/ Developmental History
- Any health issues that may impact learning (I.e. head injuries, and trauma)
- Relevant medication information
- Vision and Hearing information (include numerical reading not simply “Pass or Fail” – i.e. 20/20 rt; 20/30 lft. Etc).
- Outside health reports summarized: private doctors, regional center
- Drug and Alcohol History
- Probation/ Juvenile Court or DCFS Involvement

II Psycho-Educational and Language and Speech Assessments will assess for ALL areas of suspected disability as required by IDEA and PL94142:

- A general battery evaluates the following: Since no single procedure is used as the sole criterion for determining an appropriate educational program, all evaluations must use a variety of assessment tools and strategies to obtain relevant, functional and developmental information. Pursuant to 20 U.S.C. Section 1414(b).
- Cognitive Functioning – Psychological processing skills in the areas of Auditory, Visual, Visual-Motor Integration, Attention, Processing Speed etc.
- A Wide range processing test of cognition (i.e. the CAS, WRML, or similar)
- All findings are cross validated with the TAPS, TVPS, VMI, Bender Gestalt, or an equivalent assessment.
- Social Emotional Functioning – A BASC, Achenbach, or equivalent if any “*low incidence*” eligibility is suspected the psych must complete a Vineland if I.D. is suspected. A GARS, CARS or equivalent if Autistic like behaviors are suspected. The CDI if anxiety or depression is elevated on the BASC etc.
- Primary Language Functioning must be taken into consideration when assessing for Speech Delays and Learning Disabilities.

The Following sections must be covered in a Psycho-Educational Assessment:

- Parent information and input
- Reason for Referral
- Health and Developmental History
- Family History
- Educational History
- Results of Previous Assessments
- Interviews – Student, Staff, Parent
- Observations – At least two settings
- Testing Observations
- Assessment Results/ Areas of Concern

o Eligibility/ Integrated Findings:

- Whether the student needs special education and DIS services
- The Basis for making the determination
- The relevant behavior noted during the observation and the role the behavior may play in the eligibility
- The relationship of the behavior to the impact of the student's academic and social functioning
- The educationally relevant health and development, and medical findings if any
- For pupils with a learning disability, whether there is such a discrepancy between ability and achievement that can not be corrected without special education and related services
- A determination concerning the effects of environmental, cultural, or economic disadvantage when appropriate; and
- The need for specialized services, materials, and equipment for pupils with low incidence disabilities

## English Learners and the Special Education Process

The English Learner (EL): An EL is a student whose native and/or dominant language is a language other than English and whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state assessments, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

When an EL struggles academically, it is critical that consistent language accommodations, instructional interventions, and strategies be implemented, closely monitored, documented, and analyzed. Response to Intervention (RtI) procedures should also be followed. If these measures are ineffective, the student may be referred for a special education evaluation. Delaying special education evaluations of ELs for a specified period of time based on their EL status is NOT permissible under the Individuals with Disabilities Education Act (IDEA) and Federal civil rights laws.

If an EL is referred, all rules and regulations of the IDEA and the policies, procedures, and timelines must be followed. Professionals with qualifications and/or expertise in second language acquisition (e.g., EL staff, special education staff) must be included in all meetings regarding an EL. All written communication and documentation, including notices of meetings, permissions, parent rights, surveys, Individualized Education Programs (IEPs), etc., must be provided in the parent's native language. Interpreters should be utilized as needed throughout the special education process in all meetings with the EL student and/or family.

### Environmental Language Survey, Interviews, and Observations

Children K-12 should have the Home Language Survey completed by their parent(s) as part of the registration process, which will provide information regarding language(s) spoken in the home. Additional surveys or questionnaires should include information on current primary language of communication, as well as a communication history.

Parent input is of vital importance in the completion of the survey. It is imperative to glean developmental information and current functional levels from the parent(s). For example, the IEP Team needs information about how the child performs in comparison to siblings or other children his age within the familial culture, the amount of time a child has attended school, the language of formal instruction in previous schools, and whether the child struggled in previous schools/settings. The LEA evaluator may select the instruments to be completed.

For Magnolia Public Schools, we use The English Language Proficiency Assessments for California (ELPAC). This initial assessment of the student's English proficiency confirms whether the student is an English learner or is English proficient. The student who scores below the English proficient performance standard established on the Initial ELPAC (that is, at the Novice English Learner or Intermediate English Learner level) is classified as English learner.

Parent/family interviews are critical in the assessment of ELs. Both structured and unstructured observations are also valuable to compare the EL with similar cultural and/or linguistic peers. Interviews should be conducted in the interviewee's native language.

Language of Assessment It takes most ELs two years to acquire Basic Interpersonal Communication Skills (BICS). BICS includes context-embedded conversational language. However, an EL requires five to seven years, even under ideal conditions, to acquire Cognitive Academic Language Proficiency (CALP). CALP is the language of academics, where context clues are reduced. Many ELs may appear to be fluent in English during conversation (BICS), when they have not fully developed CALP. Even if an EL is able to have a conversation in English, his academic English skills may not be developed enough to appropriately respond in English, as the language level of the questions on an assessment may be above his CALP level (Artiles & Ortiz, 2002). Lack of CALP development may cause an EL to score artificially low on cognitive and/or language tests that utilize academic language in test items.

Proficiency testing data should be no more than 6 months old (Ortiz et al., 1985). If the student scores in the proficient range, then evaluate in English if this is determined to be appropriate by the IEP Team during the referral process. If the student does NOT score in the proficient range, then testing must be completed in the dominant language.

Testing in both the native language and English is always an option, and may be valuable in providing additional data. Assessments should always be “provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally” (34 C.F.R. §300.304(c)(1)(ii))

For a preschool-age EL with a suspected disability, the home language survey and interviews will guide the IEP Team’s decision regarding which language(s) to assess. As above with school-age ELs, assessments should always be administered in the language most likely to result in the most accurate information about what the student knows and can do.

### Interpreters

Information that interpreters provide is vital in assessing an EL. Interpreters not only ensure that directions, questions, and answers are understood, but also help to convey respect for the EL’s culture and its impact on his academic performance (Blatchley, 2010).

The use of family and friends as interpreters is not encouraged, as their knowledge of the family may color their interpretation and may constitute a breach of confidentiality (Blatchley, 2010). When selecting an interpreter, the LEA should ensure that the interpreter’s language proficiency in both English and the EL’s dominant language is adequate to provide interpretation of complex questions and information (Artiles & Ortiz, 2002).

Work with the interpreter ahead of time to ensure that any vocabulary specific to special education that might be used is explained and understood. When using an interpreter during a meeting or interview, LEA personnel should always be present. English-speaking professionals should consider the following when using an interpreter (adapted from Roseberry-McKibbin, 2008):

- a. Speak in short units. Avoid the use of idioms, slang, and professional jargon.
- b. Define any terms and acronyms (i.e., IEP) with which families and interpreters may not be familiar.
- c. Encourage the interpreter to use direct translation rather than paraphrasing what the family says.
- d. When speaking, address and look at the family instead of the interpreter.

- e. Allow the family an opportunity to ask questions. Most interpreters are not trained in special education assessment. If an interpreter is to assist in the administration of an assessment, he or she should meet with the evaluator in advance to review testing procedures, restrictions, reinforcement schedule, specific test questions for clarification, as well as expectations for correct responses.

It is the LEA's responsibility to ensure that the assessment is administered appropriately. The interpreter's responsibility is to translate the wording of the assessment. The interpreter must not provide cues and should consult with the evaluator during testing if questions arise. Interpreters should be informed of Family Education Rights and Privacy Act (FERPA) and confidentiality considerations. When using an interpreter during assessment, the LEA evaluator should be present for all testing.

The evaluator should observe the interpreter to ensure that cues are not given, administration instructions are adhered to, and the interpreter and student are interacting appropriately (Langdon, et al., 2008). The evaluator should observe and record the EL's testing behaviors (perseveration, distractibility, etc.), use of nonverbal communication, and communication patterns (response delays, hesitations, use of gestures instead of words, word repetition, using very short answers, perseveration on an item/topic, confusion, articulation errors, etc.) (Langdon et al., 2008; Roseberry-McKibbin, 2008).

After the evaluation, the interpreter and evaluator should discuss the session, including student responses, language samples, and appropriateness of grammar, syntax, and phonology (Langdon et al., 2008).

#### Assessment Materials

"Materials and procedures used to assess a child with limited English proficiency must be selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills." 34 CFR 300.532 All assessments contain some level of cultural and/or linguistic loading, reflecting the culture of the test authors. To reduce bias and the possibility of over-identification of ELs, ALL correct responses in one or both languages should be accepted during assessment (other than proficiency assessment), but any deviation from standard responses should be documented on the test protocol (Paradis, 2005).

No single assessment should be used to determine eligibility of any student, including an EL. The evaluator should use a variety of sources to appropriately determine eligibility: standardized assessments, interviews and/or rating scales completed with family and teachers, structured and unstructured observations, criterion-referenced and curriculum-based formative assessments, baseline performance data, work samples, response to intervention data, progress monitoring, comparison to performance of peers with similar demographics, etc. LEAs and evaluators should expect evaluations for ELs to take longer and be more complex than those of students who are not considered ELs.

#### **Standardized Scores and Documentation of Assessments**

If an assessment is not conducted under standard conditions (for example, if an interpreter was used, responses were given in a language other than English, etc.), a description of the extent from which it varies from standard administration conditions must be included in the evaluation report. In the case of an EL, caution should be used in relying upon standard scores and/or grade level equivalencies as the sole basis for eligibility for special education services.

Consider that standardized assessments generally do not factor results from ELs or the use of interpreters into their standardization sample. Even assessments available in Spanish, for example, are developed for monolingual Spanish speakers with little or no English exposure. Further, some test items may not be readily translated into another language without changing the nature of the question and/or the target response. Consider that test formats and procedures also differ with cultures and may be unfamiliar and/or confusing to the EL.

### **Nonverbal Procedures and Assessments:**

The use of nonverbal measures of cognitive ability may yield less biased results for ELs, but nonverbal instruments still may contain culturally loaded tasks. The evaluator should be aware that, while nonverbal assessments reduce language demands, they still require the student to possess prerequisite receptive language and nonverbal communication skills. While they provide one piece of information regarding the abilities of an EL, nonverbal assessments present an incomplete picture of a student's learning skills when used in isolation.

For example, these measures “cannot predict how students will perform in classes where success depends on the ability to use language for both social and academic purposes” (Artiles & Ortiz, 2002). Social-Emotional and/or Behavior Acculturation is the extent to which an EL's family has modified/merged their native culture with the dominant culture. The IEP Team should consider acculturation level when the referral is for emotional/behavioral concerns. Students struggling to adjust to a new culture and environment may present symptoms that can imitate those of various disability categories, such as behavior problems, in the classroom (Blatchley, 2010).

Factors for the IEP Team to consider include parent/family data and any discrepancies in behaviors across settings, which might reflect cultural stressors at school that may not be present at home. Adaptive Functioning Evaluators should also be sensitive to cultural differences when examining adaptive skills. Some test items may not be culturally relevant or appropriate for an EL. For example, a young Asian male student may not button his clothing or tie his shoes because cultural norms may dictate that his mother is expected to do this (Blatchley, 2010).

Parent interview questions pertaining to any differences in a student's functioning when compared to peers of the same age and background is critical to ascertain the student's level of adaptive skills.

Determining eligibility, The IEP Team must determine whether the disability is not due to a “lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA);

- (ii) Lack of appropriate instruction in math; or
- (iii) Limited English proficiency” (34 C.F.R. §300.306 (b)(1)).

To accomplish this, someone knowledgeable about second language acquisition must be a part of the referral, eligibility, and IEP Team and/or eligibility committee for all ELs. The information gathered from various sources and assessments will aid the team in making the eligibility determination. If the student is determined to be proficient as determined by the ELPAC or comparable measure, and is assessed in English, then the disability should manifest in English. If the student is assessed in the native language due to a lack of proficiency in English as determined by the ELPAC or comparable measure, then the disability must be present in the native language.

If the student has been assessed in both English and the native language, assessment data should be compared. In order for a limited English proficient student to be deemed eligible, the eligibility team must determine that the

communication disorder exists in the child's native language and is not the result of learning English as a second language. One cannot have a disability in one language but not in another.

### Special Education v. EL Services

For ELs determined eligible for special education services, the IEP must include the following: “In the case of a child with limited English proficiency, consideration of the language needs of the child as those needs relate to the child’s IEP.” (AAC 290-8-9.05(6)(j), p.528) The IEP Team must consider the language needs of the student as those needs relate to the child’s IEP when developing, reviewing, and/or revising IEPs (34 C.F.R. §300.346 (a)(2)(ii)). “The teaching of English as a second language or general American dialect is not the responsibility of special education.” (AAC 290-8-9.04(1)(e), p.523) Students may receive both special education and English language services concurrently if the IEP Team determines that both services are appropriate and necessary for the student to access the general education curriculum. A continuum of placement and service options that support both exceptionality-related and language related needs should be considered. ALL ELs with IEPs must have an EL plan documented on the profile page of the IEP.

**Interference:** A process in which communicative behaviors from the first language learned (L1) is erroneously transferred into the second language learned (L2).

This may occur in all areas: syntax, morphology, semantics, phonology, and pragmatics. An example of this is the French “une boule rouge.” It translates directly to: “a ball red.” When ELs produce errors such as these in English, educators must consider the possibility of interference from the L1. As the EL students’ complexity of utterance increases, the number of errors may increase proportionately

**Silent Period:** A common second-language acquisition phenomenon, some ELs may go through a period when they are focusing on listening and comprehension, speaking very little. The silent period may last for as little as a few weeks to as long as a few months.

Generally, the younger the child, the longer the silent period may last. The silent period may be accompanied by increased distractibility and social isolation as the student struggles with understanding, and may be misdiagnosed as a language delay or disorder.

**Language Loss:** It is common for ELs to lose proficiency in L1 as proficiency in L2 increases. In the United States, ELs often experience gradual replacement of L1 with English. This can be detrimental to ELs, especially if their families speak only the L1, and may cause them to appear to be low-functioning in both languages.

**Code-switching:** This is a normal phenomenon for bilingual speakers in which they alternate between two or more languages within a single word, phrase, or sentence. For example, a German speaker might say “I’m hungry. I want zu essen.” (“I’m hungry. I want to eat.”). Code switching may occur frequently in situations in which an EL lacks proficiency in one language or is expected to speak solely in the weaker language.

**Basic Interpersonal Communication Skills (BICS):** BICS includes: language used for everyday functions, basic vocabulary, context-embedded language, conversational language, social routines, and functional language. Ideally, BICS are acquired in around two years.

**Cognitive Academic Language Proficiency (CALP):** CALP includes language for academic information: advanced vocabulary, abstract concepts, figurative language (e.g., idioms, metaphors, etc.), classroom questions/answers,

academic literacy skills, formal writing, and testing. In an ideal situation, an EL needs five to seven years to acquire CALP. CALP usually begins to emerge around 5th grade for monolingual students, but often not until high school for ELs.

#### Stages of Second Language Acquisition (Adapted from Carías, 2008)

- Stage 1: Silent/Receptive or Pre-production
- Stage 2: Early production
- Stage 3: Speech emergence
- Stage 4: Intermediate fluency
- Stage 5: Advanced Fluency

A silent period may occur during this stage. The EL is listening and trying to understand, but may not be comfortable speaking. Some students will repeat; not producing novel language, but imitating. They may be able to copy words, and respond to pictures and other visuals. They may understand, duplicate, and produce gestures and movements to show comprehension. Students may display increased distractibility and a degree of social isolation during this stage. The EL's receptive and expressive vocabulary is still limited, but is increasing.

Comprehension continues to be limited. During this stage, ELs can usually speak in one- to two-word phrases. They may use short language chunks and rote phrases (especially for familiar routines) that have been memorized, although these may not always be used correctly. Participation in activities, especially in one-on-one and small groups is emerging at this stage.

The EL now is able to communicate in simple phrases and sentences. He can ask simple questions (may not be grammatically correct), such as "Can I go to bathroom?" As sentence length increases, errors may increase proportionately. ELs may also begin to initiate short conversations with classmates. They may understand simple stories with the support of pictures. ELs are now beginning to use more complex sentences in speaking and writing; and are more willing to share opinions and thoughts. They may ask questions for clarification. At this stage, ELs will be able to comprehend more complex concepts. Now students will begin to use strategies from their native language to learn content in English. Some complex errors will still be apparent, especially in literacy skills, writing, and prosody.

It takes students 5-7 years to achieve cognitive academic language proficiency (CALP) in a second language. Students at this stage will have near-native fluency. Most ELs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they may experience continued difficulty, especially in high level academic language and literacy. FAQs

1. Does an EL need to be in school for a certain amount of time before he can be referred/evaluated for special education services? No. Any student may be referred and evaluated at any time if there are concerns and it is determined to be appropriate. During the special education eligibility process, the IEP Team is directed to consider the amount of formal education the student has received in its decision regarding eligibility.

2. Does an EL need to reach a certain level of English proficiency on the ELPAC or comparable measure before he can be referred for special education evaluation? No. If concerns are present and the team determines that referral/evaluation are necessary, the student may be evaluated at any time. If the student is not proficient in English, evaluation should proceed in the dominant language.

3. Can ELs with little or no previous formal education in their home countries be referred for special education evaluation? Yes. The IEP team and/or eligibility committee must determine that the student's disability is not the result of a lack of appropriate education in order to determine him eligible for special education services. Consider that some countries offer no special education services, so a student with special needs may have been excluded from attending school.
4. Can an EL kindergartener or preschooler be referred for special education evaluation? Yes. If concerns are present, the kindergarten EL should proceed through RtI and/or special education processes just as any other student. If the child is in preschool, no RtI is required. If the child is too young for the ELPAC or comparable measure to be administered to determine English proficiency, the IEP Team or eligibility committee should rely upon thorough data from parents and the home language survey to determine the language in which assessment should be conducted to give the most accurate information on what the child knows and can do.
5. Should an EL's parents be discouraged from speaking their native language at home? No. Research suggests that children need exposure to rich language environments. Parents should be encouraged to speak in the language that is most comfortable for them to create a language rich environment in the home. If a parent does not speak English, then attempts to do so to communicate with the child would be very limited in scope and would possibly not provide a rich English language model. In addition, a child who does not speak his family's language will be isolated from them linguistically, socially, and culturally.
6. How can evaluators ensure that assessment results are a true reflection of the student's performance, not limited English language proficiency? There is no simple way to do this. Evaluators should use multiple measures to accurately determine an EL's level of functioning. To the degree possible, assessment data should be compared with level of functioning in the classroom and/or home environments, as well as the student's response to interventions that have been introduced. In all cases, evaluators should cautiously interpret test data and standard scores, reporting any nonstandard administration of assessments on the eligibility report.
7. Can a student receive both special education services and EL services at the same time? Yes. Once a child is determined eligible for special education services, the IEP Team must consider his specific functional, language, and academic needs and select the appropriate services to meet those needs.
8. What is the procedure to be used if the native language of the EL is one for which a translator is not readily available? The LEA must exhaust every possible resource for securing the services of a fluent translator, including, but not limited to, contact with universities, hospitals, military bases, community based groups, churches, or other LEAs. Attempts at obtaining a translator should be documented and maintained in LEA files. While LEAs are discouraged from using immediate family members or close family friends as a translator, community members who are fluent in the native language and English may be used. If no translator is available, commercial sources are available that provide services such as telephone translation or online video conferencing.

## The Provision of School Psychological Services to Bilingual Students

According to the National Center for Education Statistics (Aud, Hussar, Kena, Bianco, Frohlich, Kemp & Tahan, 2011), 21% of school-age children ages 5–17 speak a language other than English at home.

Although English learners (ELs), inclusive of those that are exposed to two or more languages, are the fastest growing subgroup of students within our nation’s public schools (NEA, 2007), typically they do not fare well in the U.S. educational system. Samson and Lesaux (2009) found that bilingual students were underrepresented in special education in the primary grades, but overrepresented beginning in third grade. Furthermore, ELs are underrepresented in gifted education (King, Artiles, & Kozleski, 2009). Inadequate or inappropriate psychoeducational assessment practices, restricted access to effective instruction, lack of understanding about language acquisition and prior academic experiences in one or more languages and associated impact on academic achievement and grade level expectations, inappropriate special education referral practices, and limited training all have been found to contribute to these phenomena (Sullivan, 2011).

Given the increasing diversity of the nation’s public schools, NASP recognizes the critical importance of establishing best practices in the provision of school psychology services when working with English language learners. This includes supporting students with diverse backgrounds by using culturally and linguistically appropriate methods, including delivery in the language that best meets the students’ needs. Schools are expected to provide effective and comprehensive supports and services to help these students succeed in all domains: academically, socially, behaviorally, and emotionally. School psychologists should ensure that prevention, assessment, consultation, intervention, advocacy, and family–school collaboration services for bilingual students are implemented effectively.

### THE ROLE OF THE SCHOOL PSYCHOLOGIST

NASP affirms the critical role that culturally and linguistically responsive school psychologists play in helping to close achievement gaps and decrease overrepresentation and underrepresentation of ELs in special and gifted education, respectively. Best practices require training that includes, but is not limited to, the developmental processes of language acquisition and acculturation, their effect on standardized test performance, and the effectiveness of instructional strategies and interventions. All school psychologists are responsible for providing equitable and culturally responsive services to students and families.

## **KEY COMPONENTS OF A LINGUISTICALLY APPROPRIATE IEP**

- I. Assess English Proficiency/Language Development
  - Follow MPS policies/procedures related to assessment of English proficiency
  
- II. Plan for Comprehensible Input in English
  - Total Physical Response
  - Natural Approach
  - English Language Development
  - Language Experience Approach
  - Special Designed Academic Instruction in English (SDAIE)
  - English Reading and Writing at Appropriate Level
  
- III. Provide Primary Language Support
  - Parent
  - Teacher
  - Instructional Assistant
  - Volunteer
  - Peer or Cross-age Coach
  - Primary Language Materials
  
- IV. Promote Self-concept /Cross-Cultural Learning
  - Special Class Activities
  - School-wide Activities
  - Curriculum Content
  - Community Activities
  
- V. Address California English Language Development Standards  
(Available for downloading at [www.cde.ca.gov/standards/eld.pdf](http://www.cde.ca.gov/standards/eld.pdf))
  - Kindergarten – grade 2
  - Grades 3 – 12, literate in their primary language
  - Grades 3 – 12, not literate in their primary language

### Why write linguistically and culturally appropriate IEPs?

#### **It's the law!**

EC 56345(b). *When appropriate the individualized education program shall also include, but not be limited to, all of the following: (2) For individuals whose primary language is other than English, linguistically appropriate goals, objectives, programs and services.*

For any scholar receiving special education services and designated as an English Learner, goals and objectives must reflect the individual's cognitive and linguistic development and his or her language of instruction in order to be appropriate.

NOTE: Students in Special Education who are designated as English Learners must continue to receive English language development instruction.

#### **Linguistic Considerations**

Linguistically appropriate goals and objectives have the following characteristics:

- They are appropriate for the cognitive level of the scholar
- They are appropriate for the linguistic level of the scholar
- They match the developmental level of the scholar's primary or secondary language
- They match the scholar's general education transition criteria and MPS re-designation policy

#### **Cultural Considerations**

Culturally appropriate goals and objectives have the following characteristics:

- They access the scholar's prior knowledge and experiences
- They incorporate culturally relevant materials and experiences
- They affirm the scholar's cultural heritage

### General Guidelines

The following guidelines need to be followed in order to ensure that any given goal or objective meets the definition of being linguistically appropriate as specified above

- It states specifically in what language (English, Spanish, Vietnamese, Tagalog, etc.) the particular goal and objective will be accomplished
- It is appropriate to the scholar's level of linguistic development and proficiency in that language

### **Addressing ruling out language acquisition as the primary factor impacting scholars' performance**

The Following Article addresses the law and the concerns straight on. I hope it helps in clarifying why following this mandate is essential to proper instruction of English Language Learners:

In its Blueprint for Reform (U.S. Department of Education, 2010), the Obama Administration stated that an important goal for the United States as a nation is to produce high school graduates who are fully bilingual, multicultural and ready to compete in the global economy.

If that is the case, then we should regard students who begin school already knowing another language besides English as having a head start over their peers. If we nurture their bilingualism and capitalize on their linguistic, cultural, and experiential strengths—helping them to feel “smart” rather than “at risk” —then we will enrich their school experiences as well as our own (Klingner, Vaughn, & Boardman, in press).

We can do this by making sure ELs have every opportunity to interact with peers and use academic language, engage in higher-level thinking, and contribute in their classrooms and schools in meaningful ways.

As delineated by the CEC and Division for Learning Disabilities (DLD) position statement on instruction for ELs with learning disabilities (LD), everyone who works with ELs should know how best to support their language acquisition as well as their academic and social development.

However, many teachers and support personnel are not adequately prepared to meet their ELLs’ literacy and language needs (Zehler et al., 2003). Teachers described feeling “challenged to help these children reach the level of proficiency required for learning sophisticated academic content through English” (Dixon et al., 2012, p. 6). Now that the Common Core State Standards have been adopted by many states, their emphasis on increasingly complex texts can make these challenges seem even more overwhelming.

### ELs With LD

About 7.6% of the ELs in the U.S. are believed to have a disability (National Center for Education Statistics, 2009; Peña, Bedore, & Gillam, 2011). However, percentages vary greatly by state, from highs of 28.36% in California, 20.50% in New Mexico, 16.70% in Nevada, and 15.45% in Texas to a low of 0.35% in Virginia. Identification rates also vary within and across districts (Artiles, Rueda, Salazar, & Higareda, 2005; Sullivan, 2011). The majority (about 55%) of those ELs identified with a disability are thought to have LD (Peña et al., 2011).

Yet determining whether an EL actually has LD can be quite difficult; the multidisciplinary team must be able to establish that the EL’s learning difficulties are not primarily the result of language acquisition (Individuals with Disabilities Education Improvement Act, IDEA, 2006).

To be able to distinguish language acquisition from LD, educators must understand the second language acquisition process, recognize characteristics associated with LD, and be able to assess the quality of instruction in students’ classrooms. Have these students truly received an adequate opportunity to learn?

Struggles with English language acquisition, on the surface, can seem to mirror characteristics of LD. Digging deeper and trying to understand the reasons for certain behaviors is essential to identifying the underlying causes.

We recommend using a hypothesis-driven approach to determining whether an EL has LD, including:

- Beginning the referral and evaluation process by exploring the hypothesis that the causes of the student’s learning difficulties are primarily external factors (rather than internal to the child).
- Conducting the assessment with the notion that there is nothing wrong with the individual and that systemic, ecological, or environmental factors are the primary reason for learning problems.
- Maintaining this hypothesis until data suggest otherwise and all plausible external factors have been ruled out. The point is not to look for whom or what to blame for a child’s struggles, but rather to understand the multiple complex factors that are affecting the child’s learning and performance.

The team also must determine that the student has received an adequate opportunity to learn through research-based instructional and intervention practices that have been validated with other ELs, although it can be difficult to make judgment calls such as these (Klingner, Artiles, & Méndez Barletta, 2006). One way is to look at class data sets to see how ELs in general are doing in comparison to “true” peers (i.e., same-language, same-age peers with similar background experiences).

There are many reasons why an EL may not respond to a particular instructional approach in the way we intend (Klingner & Edwards, 2006). It is possible that the instruction or intervention is not as effective for this child as for others, and a different method would yield better results. It could be that the student needs more language support, or that the level of instruction is not a good match for the child. Another possibility is that the environment is not conducive to learning. Before referring a student for an evaluation, consider the classroom environment, observe instruction, and recommend different approaches.

ELs with LD are usually taught by special educators who have received inadequate preparation in how to meet ELs’ language and literacy needs (Barker & Grassi, 2011). In fact, when they are placed into special education, many ELs lose access to specialized language instruction, such as through English Language Development (ELD), English as a Second Language (ESL), or Structured English Immersion (SEI) programs (Zehler et al., 2003).

There seems to be a mistaken belief that special education and ESL services should be thought of as “either/or”—that once ELs qualify for special education, they no longer qualify for language support services. An important principle to keep in mind is that ELs with LD are entitled to a full range of seamless services designed to meet their individual language and learning needs.

Classroom example: Michele teaches first grade at Garvey Elementary School. She has been teaching there for 14 years and has seen the community change from almost all White middle class families to mostly Latino working class families who work at the new plant nearby. More than half of Michele’s students speak Spanish in their homes, and about 36% are in the process of acquiring English—or, in other words, are ELs.

Michele has a Master's degree in Elementary Education and her principal considers her to be an effective teacher, although she personally feels that she has “the wrong master's” for the school's changing demographics. Because the school district selected Garvey Elementary to be a pilot response-to-intervention (RTI) school, Michele recently attended district-sponsored professional development workshops on progress monitoring and other components of RTI. Like many schools around the country, her district is pushing the use of evidence-based practices as “what works.”

Yet, Michele has not taken any coursework or received any professional development in teaching ELs how to read. She does not know about second language acquisition or understand much about LD. She supposes that the evidence-based reading practices touted on the What Works Clearinghouse web site are appropriate for all students. She ponders, “Isn't good teaching just good teaching?”

The problem with this thinking is that the answer to that question is a resounding “No!” If your belief is that you can teach your ELs in the same way, with the same materials, you have been using in the past with students from different demographics, then you are bound to experience some challenges.

It is common for teachers to misunderstand ELLs' lack of progress and blame it on the students (Orosco & Klingner, 2010). Being an effective teacher with one demographic group is not the same as being an effective teacher with all students. A typical scenario is that a principal or a language arts director in the school district advises using a specific instructional or intervention approach, stressing that it is research-based. The principal might even emphasize that the method has been “proven” to work.

When this happens, teachers assume that, because they are using an evidence-based practice, when their ELs do not progress, it must be because the students are somehow deficient. Yet students do not all learn in the same way. What works with some students is not the same as asking what works with whom, in what settings, under what conditions, with which outcomes, and when taught by whom.

The vast majority of referrals for an evaluation for possible special education placement are made by classroom teachers (Ysseldyke, 2005). If teachers can improve their understanding of the reasons for ELs' struggles, they will be less likely to judge them as lacking.

However, some ELs truly do have LD and would benefit from the extra support they would receive in special education. Teachers should not wait until ELs are fully proficient in English before deliberating whether they might have LD. The temptation is strong to delay concentrating on the possibility that ELs are struggling with reading due to language acquisition or learning disabilities (Francis et al., 2006). It is understandable that, because the characteristics common to language acquisition can appear to mirror those of LD, school personnel may have a habit of waiting, to avoid the possibility of incorrectly placing an ELL in special education. Wanting to wait could

actually be a sign that school personnel have some knowledge about the confusing aspects of language acquisition and LD.

Just as it is a predicament to identify ELs as having a disability when they do not, it is also a problem to delay providing interventions to ELs who really need them. Following the guidelines outlined in this book can help improve instruction for all ELs and result in fewer inappropriate referrals. The few ELs who are still experiencing difficulties at that point will benefit from explicit, intensive interventions in addition to the instruction they are receiving in their general education classrooms.

## Writing Goals and Objectives to address

### California English Language Development Standards

The ACSA and CARS+ Handbook on Goals and Objectives Related to Essential State of California Content Standards (available for downloading online at <http://www.carsplus.org/publications.html>) provides specific examples of using the California Standards as a basis for developing IEP goals and objectives and an ELD proficiency checklist. It is important that this commitment to exposing our Special Education scholars to the same standards as their general education peers is extended to our English Learners with IEPs. Even though a similar publication has not yet been produced for *English Language Development Standards*, the same approach can be used to ensure that the IEPs of Special Education English Learners align with the curriculum provided for their nondisabled peers.

NOTE: The ELD standards were designed for scholars in grades 3-12 who are literate in their primary language. For EL scholars who enter California schools in these grades not literate in their primary language, the ELD literacy standards for earlier grades including those related to phonemic awareness, concepts of print and decoding skills must be taught.

When developing IEP goals and objectives aligned with these standards, address the scholar's present levels of performance as well as the English proficiency level.

## SAMPLE LINGUISTICALLY APPROPRIATE

### IEP GOALS AND OBJECTIVES

The following are samples of goals that meet the criteria of being linguistically and culturally appropriate. Use these as models in developing IEP goals and objectives that address the unique needs of your scholar. Do not simply copy these without consideration of your scholar's present levels of performance, language proficiency, and learning style.

**NOTE:** Remember, you must develop a minimum of two (2) benchmark objectives for each goal.

*Indicate how mastery/progress will be measured for each goal; by checking all that are appropriate in this box.*

**GOAL:** By   (date)  ,   (scholar)   will demonstrate increased comprehension of the English Language by giving (English, Spanish, Tagalog, etc.) responses to questions or requests made in English with   \_\_\_  % accuracy as shown by

**OBJECTIVE:** By   (date)  ,   (scholar)   when shown visual stimuli, will respond with a one-word response to questions with comprehensible input with   \_\_\_  % accuracy as measure by

Examples of questions with comprehensible input:

- a) "Are you hot (teacher pantomimes wiping perspiration from forehead) or cold? (teacher pantomimes shivering and bundling up)
- b) "Is this a dog?" (teacher point to a cat in a picture)
- c) "How many flowers (teacher points) are in the vase?"

**GOAL:** By   (date)  ,   (scholar)   will demonstrate the ability to respond to questions in written English with writing quality comparable to level of written language skills in scholars primary language with   \_\_\_  % accuracy as shown by

**OBJECTIVE:** By   (date)  ,   (scholar)   after reading a story at his/her instructional level will respond to a writing task with   \_  % accuracy as measured by

Examples of basic scholar responses:

- a) answer comprehension questions after reading a story
- b) write a friendly letter
- c) write a creative story

**GOAL:** By  (date) , (scholar)  will be able to read English at a comparable level to his/her reading proficiency in his/her primary language with \_\_\_% accuracy as demonstrated by

**OBJECTIVE:** By  (date) , (scholar)  will be able to demonstrate comprehension of a reading selection at his/her readability level as measured by appropriate grade level curriculum assessment.

**GOAL:** By  (date) , (scholar)  will be able to provide a response in English, either orally or in writing to stimuli that prompt critical and creative thinking with a response that shows elaboration and complex sentence structures \_\_\_% of the time as shown by

**OBJECTIVE:** By  (date) , (scholar)  will be able to articulate responses to questions that require critical and creative thinking in the following four main areas: a) synthesis, b) evaluation, c) analysis, and d) application as measured by the following criteria: a) descriptive vocabulary, b) ability to elaborate and c) use of complex sentence structures within their response.

**GOAL:** By  (date) , (scholar)  will respond in English to literal questions with short phrases, which may or may not be grammatically correct \_\_\_ out of \_\_\_ trials, with \_\_\_% accuracy as demonstrated by

**OBJECTIVE:** By  (date) , (scholar)  when given comprehensible input, will respond to (who, what, where, when, how, and why) questions using short phrases with \_\_\_% accuracy as measured by

Examples of basic questions with comprehensible input:

- a) “Where is the dog?” (sample scholar response: “by the tree”)
- b) “Who is walking the dog?” (sample scholar response: “the man”)
- c) “Why is the cat scared?” (sample scholar response: “sees the dog”)

**OBJECTIVE:** By  (date) , (scholar)  in a natural environment, will be able to articulate and express on his/her own initiative, basic ideas and requests with \_\_\_% accuracy as measured by

Examples of advanced scholar ideas and requests:

- a) “I am cold.”
- b) “I go to the bathroom?”
- c) “I like it!”

### **Sample Culturally Appropriate IEP Goals and Objectives**

**GOAL:** By  (date) , (scholar)  will demonstrate increased reading comprehension in (English, Spanish, Tagalog, etc.) by responding correctly to \_\_\_ out of \_\_\_ questions about a story with \_\_\_% accuracy as shown by

**OBJECTIVE:** By  (date) , (scholar) \_\_\_\_\_ will identify two common themes/ main ideas and two differences in stories after reading  \_\_\_\_\_ (independently, with modifications, listening, etc.) to four folk tales from different countries with  ---%  accuracy as measured by

**GOAL:** By  (date) , (scholar) \_\_\_\_\_ will show improvement in writing fluency in (English, Spanish, Tagalog, etc.) by writing a (short story, paragraph, essay, sentence, etc.) using correct (punctuation, grammar, capitalization, spelling, etc.) with  \_\_\_\_\_%  accuracy as shown by

**OBJECTIVE:** By  (date) , (scholar) \_\_\_\_\_ will respond by (dictating, writing a sentence, writing a paragraph, etc.) and share his/her personal responses to an open-ended question that draws upon life experiences, culture, and perceptions, after (listening to/reading) a story from (core/supplemental) curriculum with  \_\_\_%  accuracy as measured by

**GOAL:** By  (date) , (scholar) \_\_\_\_\_ will show increased understanding of multiplication concepts taught in (English, Spanish, Tagalog, etc.) by achieving a score of  \_\_\_%  or higher on (teacher-made test, standardized test, work samples, etc.) in  \_\_  out of  \_\_  attempts as shown by

**OBJECTIVE:** By  (date) , (scholar) \_\_\_\_\_ will be able to use (graph paper, multi-link cubes, manipulatives, etc.) to demonstrate comprehension of the multiplication process after comparing and contrasting Mexican and Egyptian methods of multiplication as measured by

### **Overview of the Process**

The following outlines the potential academic trajectory of an EL determined eligible for special education. The steps in this process can be grouped into three areas where additional research and/or policy guidance is needed for educators to best support English language learners with disabilities: 1) initial identification, 2) instruction and services, and 3) exit from EL services and if and when appropriate from special education services.

### **Initial Identification of English Learners for Special Education Eligibility:**

1. Implement Multi Tiered Systems of Support.
2. Establish baselines, provide intervention and conduct progress monitoring to determine the Response to Instruction and Intervention.
3. Refer for SPED Evaluation if progress is not adequate.
4. Conduct Initial Comprehensive Psycho-Educational Evaluation (Rule out impact of language acquisition on possible eligibility)
  - a. If scholar does not qualify for special education proceed with EL Specialized Instructional Program
  - b. If a Scholar does qualify, Implement IEP as outlined above in this manual.

Instruction and Services for scholars who are ELs in Special Education:

1. Initial IEP Meeting
2. Determination of Special Education Services
3. Outline and include ELPAC information in reports and address EL needs in the IEP. Write goals in all four of the following areas: Listening, Reading, Speaking and Writing.

Exiting from EL and SPED services when appropriate:

1. EL scholar meets state determined requirements
  - a. ELP - ELPAC Assessment
  - b. Additional MPS Requirements
2. Reclassification of Student to RFEP.

- 
1. Student appears to no longer need SPED services
  2. Comprehensive Re-Evaluation
    - a. EL scholar is exited from Special Education
    - b. EL scholar remains in SPED as an IWEN without EL goals

All MPS schools should identify, monitor, and research promising practices related to ELs with disabilities, as well as develop guidance that can be included in MPS wide policies. Our policy should address at minimum, the following areas – initial identification, instruction and services, and exiting from ELL and special education services focusing specifically on English Language Learners with Disabilities.

## 504 Plan

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

Section **504** of the Rehabilitation Act of 1973 is a federal **law** that prevents discrimination against students with disabilities. ... Since **504** plans were created by a federal **law**, **California** LEAs are bound by the same rules as all other states.

Students with a disability that significantly limits their ability to learn or complete another major life function may be eligible for a 504 plan. These plans provide related aids and services to help make the learning process smoother and more effective.

### 504 Plans Overview

Section 504 of the Rehabilitation Act of 1973 is a federal law that prevents discrimination against students with disabilities. Under this provision, any school that receives federal funding must make accommodations to ensure that all students with disabilities are guaranteed a free public education. A 504 plan refers to the methods and strategies designed by teachers, parents, and administrators to comply with this law.

Since 504 plans were created by a federal law, California LEAs are bound by the same rules as all other states. A plan designed in California is required to follow the same guidelines as a plan designed in Maine or any other state.

### Designing a 504 Plan

While all plans must adhere to the regulations explained in Section 504, no two plans are alike. Students with disabilities require highly individualized instruction; an ideal plan for one student may be disastrous for another, even if they have the same disability.

To make sure a plan adequately meets the needs of the student, the design process involves plenty of coordination and teamwork. Plans are developed following a comprehensive evaluation process and by a committee consisting of school administrators, teachers, and the student's parents. Students may also help design their plans if they are deemed to be of an appropriate age and maturity level.

### 504 Plan Eligibility

Whereas Individualized Education Programs (IEPs) have rigorous standards for special needs students seeking eligibility, Section 504 defines 'disability' in a much broader and more general sense. Instead of listing disabilities (as the IEP standards do), the section merely names the various traits of disorders. Eligible students include those who:

- Suffer from a disability that substantially limits their ability to carry out essential life activities such as seeing, walking, or reading.

- Have an officially documented physical or mental impairment.
- Have a 'non-temporary' disability. Students with an impairment that isn't permanent or long-lasting (illness, broken bone, etc.) will not be considered eligible.

Despite this broad definition, simply having a disability does not immediately qualify a student for a 504 plan. The school must perform an evaluation to determine how significantly a student's disability impacts his or her ability to carry out a major life activity, including learning.

### 504 Plan Content

504 plans are designed on a case-by-case basis and are specifically tailored to a student's individual needs. Most plans, however, include the following items:

- Identify the student's qualifying disability(ies) and describe the student's needs.
- A list of specific accommodations, modifications, and other academic support services designed to meet their individual needs as adequately as the needs of nondisabled students are met.
- Names of school staff who are responsible for providing these related aids and services.
- How the related aids and services will be implemented.
- The individual responsible for monitoring the 504 plan and ensuring its proper implementation.
- An annual (MPS) or bi-annual re-evaluation to determine student progress toward goal achievement.
- Outside of these requirements, schools are more or less free to design a plan as they see fit. Sample accommodations for 504 plans include:

A peer or professional tutor

Additional supervision during special events (assemblies, field trips, etc.)

Audiobooks for students who struggle with reading

Modified attendance policies

If you have a child who does not qualify for special education but has a mental or physical impairment which substantially limits one or more major life activities, including learning, that child may qualify for special help in a regular classroom setting under Section 504 of the Rehabilitation Act of 1973.

The following is a list of areas of concern and possible accommodations that can be used as a reference for parents and school personnel. This list is applicable both to 504 plans and IEPs.

### **Areas of concern:**

#### **Sustaining attention to task & effort**

Suggested Accommodations \*Note: these are examples only and will need to be tailored to the specific needs of the Student and the setting. Remember that all accommodations must be implemented with fidelity and the school

must be able to demonstrate implementation. Accommodations that are overly broad or vague may be open to misinterpretation and introduce liability.

Getting started

Impulsivity

Hyperactivity

Social skills

Sensitive to criticism, irritable, moody

Low self-esteem

Organization & planning

Study skills

Memory

Homework

Oppositional Defiance

Academic skills

**Areas of accommodation:**

Classroom environment and seating

Classroom has predictable daily routines

Schedule changes are discussed ahead of time

Consistent and clear limits are set for classroom behavior

Work alternates short concentrated periods with breaks

Visual distractions in classroom are minimal

Auditory distractions in classroom are minimal

Small group instruction

Team teaching

Identify teaching-style/student match (e.g. structured, nurturing, etc.)

Seat in front of classroom

Seat in quiet area

Seat near teacher

Seat near good role model

Seat near 'study buddy'

Increase distance between desks

Reduce distractions on or near desk

Seat away from distracting stimuli

Seat in study carrel or use partitions

Assignments/Homework

Extra time to complete assigned work

Shorten assignments/work periods

- Simplify complex directions
- Break long assignments into smaller parts
- Assist student in setting short term goals
- Pair written instructions with oral instructions
- Develop private signal from pupil to teacher to request repetition of oral directions
- Repeat oral instructions
- Check homework daily
- Reduce amount of homework
- Limit homework to \_\_\_\_\_ minutes per night
- Limit home SSR, simultaneous reading, or family reading to \_\_\_\_\_ minutes per night
- Permit assignments to be printed or typewritten without penalty
- Permit writing assignments to be turned in on audio-cassette
- Permit writing assignments to be given orally
- Permit extra credit assignments
- Permit re-submitted assignments
- Adapt assignment to minimize writing (e.g. circle, cross out, write above line, etc.)
- Do not grade handwriting unless handwriting is the standard being measured
- Do not grade spelling unless spelling is the standard being measured
- Test Taking and Grading
- Provide written outline of main points prior to test
- Allow open book exams
- Allow outline or notes during exams
- Give exam orally
- Give take-home tests
- Allow student to dictate answers on tape recorder
- Give frequent short quizzes rather than long exam
- Allow extra time for exam
- Allow test to be taken untimed with specified short breaks
- Read test item to student
  
- Provide student with following information:
- Avoid using child as negative example to others
- Avoid questioning child's motivation or effort
- Encourage child to accept own mistakes
- Identify whether test will assess abilities or disabilities
- Home/School/Community Communication
- Parent/teacher conference frequency \_\_\_\_\_
- Teacher/student conference frequency \_\_\_\_\_
- Parent/student/teacher conference frequency \_\_\_\_\_

Provide daily/weekly progress checklist

Call parent if \_\_\_\_\_

Provide case manager/school social worker to give lead in communicating within school, and between school, home and community. This includes assistance in selection of teachers; and teacher, aides, bus driver and administration orientation and awareness regarding the nature of disability and adaptation needs and monitoring effectiveness of this adaptation plan.

### **Monitor medication taking**

Assist physician in medication monitoring

Consult with other professionals: \_\_\_\_\_ once per \_\_\_\_\_

### **Transportation**

Select seating and seat buddy on bus

Provide adult supervision on bus

### **Mediation**

Provide discrete reminder to student to obtain medication

Take care not to draw attention to students with respect to medication (this is only addressed to situations where a student has had a previous bad experience).

### **Aides and Technology** (Assistive technology or low incidence equipment per assessment results)

Use Phonic Ear to maintain student attention and for cueing

Provide peer assistance/adult assistance in note-taking

Provide tape recorder and permit tape recording of class

Provide keyboarding skills training

Provide computer with appropriate software for written assignments (word processing software includes spelling-prompt software, etc.)

Provide computer for in-class note-taking

Provide instructional software in subject matter area: \_\_\_\_\_ (semi-independent, self-paced, repetition, variety, multi-sensory, non-judgmental feedback)

Provide textbooks on audio tape (i.e. through aural media catalogue)

Provide opportunity to complete written assignments on computer

Provide extra set of textbooks which may be marked

Provide enlarged copy of reading assignments/written assignments

Provide tutor for specified period of time and frequency

### **Learning style Differentiation**

Using or enhancing visual, auditory, and kinesthetic learning and memory

- Provide auditory directions
- Provide auditory cues and clues
- Develop auditory mnemonics skills (e.g. set memorization tasks to music)
- Do or do not use background music to enhance learning (headphones or ambient)
- Provide visual directions, demonstrations and representations
- Provide visual cues and clues
- Develop visual conceptualization skills
- Develop visual mnemonics skills
- Encourage (multi-colored) outlining/underlining when reading
- Maintain visual contact while talking
- Use tactile and manipulative aides in teaching
- Provide simultaneous visual, auditory, and kinesthetic experiences
- Provide lessons in sequential order
- Provide lessons with contextual clues
- Provide written outline of lesson or written notes of lecture material
- Write main points of lesson on board
- Refer for academic testing in particular area
- Accept alternatives to oral reports (written, display, etc.)
- Utilize areas of strength to encourage expression
- Involve child in movement several times a day

### **Attention**

- Provide cognitive behavioral feedback: positive feedback for attention to task (frequency based on what student can currently do) short-term reinforcers (e.g. happy face, check mark, star, in-class rewards) and long-term (e.g. accumulate points for rewards at home)
- Plan academic instruction for student's peak attention time (e.g., a.m.)
- Allow student to stand at times during seatwork (especially during end of task)
- Require active responses in instruction (talking, moving, organizing, working at board, interacting with computer)
- Provide opportunity for 'seat breaks' (structure with errands, physical activity, etc.)
- Provide short break between assignments
- Give child substitute verbal or motor responses to make while waiting
- Provide fidget objects for manual activity (e.g. koosh ball, clay, worry beads, etc.)
- Teacher to stand near student when giving directions or presenting lessons
- Reward short periods of waiting
- Increase novelty
- Alternate high and low interest tasks
- Do not reinforce passive/withdrawn behavior
- Increase choice of tasks
- Place student first in line, or avoid lines altogether

## **Reading**

Encourage sustained silent reading

Teach previewing strategies

Select key passages

Provide visual breaks after each line of the page

Fold paper or cover paper so that only part is visible

Read with window

Enlarge print of written material

Use highlighting system to limit amount of reading

Use highlighting system to focus reading and studying

Avoid oral reading

Encourage oral reading

Develop mnemonic strategies to address reversals

Teach reading for meaning

Teach phonetic decoding skills

Use echo reading or simultaneous reading approach to reading acquisition

Teach visual discrimination skills to reading acquisition

Teach auditory discrimination skills to reading acquisition

Teach underlining strategies

Writing/Handwriting (see also Aides & Technology)

Accept alternatives to written reports (oral, tape recorded, display, projects)

Provide instruction in brainstorming and outlining

Provide specialized software for word processing (e.g., enhanced spell checking, etc.)

Do not require copying from board or book (provide photocopied instructions or problems or refer to number)

Reduce amount of required copying from board

Adapt assignments to require less writing (e.g., provide photocopy, which may be enlarged, to circle, cross out write above/below line, etc.)

## **Spelling**

Use electronic spell checker (hand-held and/or computer)

Do not grade/test spelling

Limit spelling list words

Use simultaneous multisensory methods to encourage spelling memorization

Fill in missing letters in preprinted portion of spelling word with omissions

Circle correct version of word given several choices

Unscramble pre-printed words and cross out unnecessary letters in spelled word

## **Math**

Permit use of calculator

Provide graph paper to space numbers

Model correct computational procedure

Encourage self-talk

Provide enlarged print problems and work area

Encourage turning lined paper sideways to maintain column alignment

Organizational/Planning Skills

Remind student to check over work product

Give assignments one at a time

Provide student with assignment book

Check that homework assignments are written in full detail

Supervise student in writing full assignment in book or provide written instructions

Provide written checklist for getting organized

Provide notebook with dividers and folders for work

Check desk/notebook for neatness: reward it

Provide extra set of books to keep at home

Establish object placement routines

Use color and physical/spatial organizers

Teach organizational/study skills and allow for application and generalization (from Landmark Study Skills Guide)

organizational skills: organizing notebooks and materials, assignments, time, study space

recognizing and formulating main ideas: categorizing main ideas, main ideas in paragraphs, main ideas in multi-paragraph selections

note-taking: from written sources two-column method, from lectures selective, skeleton notes

summarizing: two-column notes, variety of materials, paraphrasing

textbook skills: identifying and using parts of a textbook, previewing before reading, organizing and learning information while reading, reviewing and expressing information after reading

master notebook system: organizing, studying, mastering

test-preparation and test-taking: class review, identifying topics to be studied, determining what kind of questions will be on the test, planning study time, forming study groups, how to approach a test, essay questions, test anxiety

research and report writing: applying study skills to research and report writing

### **Self-Esteem**

Structure of immediate and ongoing success

Provide reassurances and encouragement vs. correction and criticism at a rate of 4:1

Provide reassurances and encouragement vs. correction and criticism at a rate of 10:1

Focus on student strengths, talents and accomplishments

Mark students correct answers rather than mistakes

Catch 'em being good: compliment positive behavior and work

Speak softly in non-threatening manner if Student is agitated

- Tolerate inconsistent performance
- Provide opportunities for student to display responsibility and/or leadership role
- Provide opportunities for student to provide assistance to others
- Make time to talk alone with student
- Encourage social interactions with classmates if withdrawn
- Reinforce frequently or reduce workload when signs of frustration are noticed
- Send positive notes home
- Provide positive role models with similar disability as classroom or assembly speaker

### **Positive Behavioral Intervention**

- Begin day or period with relaxation and guided imagery exercise
- Provide behavioral feedback using written/symbol/quantitative feedback every \_\_\_\_\_ minutes
- Provide instruction in self-monitoring (e.g. hand-raising, using cueing)
- Cue students to stay on task (private signal)
- Ignore minor, inappropriate behavior
- Increase immediacy of rewards or consequences
- Give activity as a reward
- Use time-out procedure for misbehavior
- Permit time-in procedure for agitation and motor release
- Supervise closely during transition times
- Provide praise for positive behavior
- Acknowledge good behavior of other students
- Establish behavior contract with three goals
- Call on student only when hand is raised appropriately
- Ignore calling out without raising hand
- Praise student when hand is raised
- Implement behavior management system
- Implement home-school token system
- Prudent use of negative consequences
- Praise compliant behavior
- Post class rules in conspicuous place
- Provide immediate feedback with teacher attention
- Avoid lecturing or criticism
- \*Consider developing Behavior Intervention Plan when behavior impacts the learning of Student or peers

### **Socialization and Social Skills**

- Provide recess/lunch opportunities indoors with friends (w/structured games, etc.)
- Provide lunch buddies
- Establish social behavior goals and reward program

Prompt appropriate social behavior verbally or with private signal  
Avoid placing student in competitive activities  
Encourage cooperative learning tasks  
Praise student to increase self efficacy  
Assign special responsibilities to student in presence of peers

**Provide small group social skill training in the following areas:**

School-related skills/classroom survival skills (Pre-school: asking a question, following directions, trying when it's hard, interrupting. Elementary: listening, asking for help, saying thank you, bringing materials to class, following instructions, completing assignments, contributing to discussions, offering help to an adult, asking a question, ignoring distractions, making corrections, deciding on something to do, setting a goal.)

Beginning social & friendship-making skills (Pre-school: listening, using nice talk, using brave talk, saying thank you, rewarding yourself, asking for help, asking a favor, ignoring, greeting others, reading others, joining in, waiting your turn, sharing, offering help, asking someone to play, playing a game. Elementary: introducing yourself, beginning a conversation, ending a conversation, joining in, playing a game, asking a favor, offering help to a classmate, giving a compliment, accepting a compliment, suggesting an activity, sharing, apologizing. Adolescent: listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, giving a compliment, asking for help, joining in, giving instructions, following instructions, apologizing, convincing others.)

**Dealing with feelings**

(Pre-school: knowing your feelings, feeling left out, asking to talk, dealing with fear, deciding how someone feels, showing affection. Elementary/Adolescent: knowing your feelings, expressing your feelings, recognizing another's feelings, showing understanding of another's feelings, expressing concern for another, dealing with your anger, dealing with another's anger, expressing affection, dealing with fear, rewarding yourself.)

Alternatives to aggression (Pre-school: dealing with teasing, dealing with feeling mad, deciding if it's fair, solving a problem, accepting consequences. Elementary: using self-control, asking permission, responding to teasing, avoiding trouble, staying out of fights, problem solving, accepting consequences, dealing with an accusation, negotiating.

**Adolescent:** asking permission, sharing something, helping others, negotiating, using self-control, standing up for your rights, responding to teasing, avoiding trouble with others, keeping out of fights.)

**Dealing with stress**

(Pre-school: relaxing, dealing with mistakes, being honest, knowing when to tell, dealing with losing, wanting to be first, saying no, accepting no, deciding what to do. Elementary: dealing with boredom, deciding what caused a problem, making a complaint, dealing with losing, showing sportsmanship, dealing with being left out, dealing with embarrassment, reacting to failure, accepting no, saying no, relaxing, dealing with group pressure, dealing with wanting something that isn't mine, making a decision, being honest. Adolescent: making a complaint,

answering a complaint, sportsmanship after the game, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to persuasion, responding to failure, dealing with contradictory messages, dealing with an accusation, getting ready for a difficult conversation, dealing with group pressure.)

**Planning skills:** (Adolescents: deciding on something to do, deciding what caused a problem, setting a goal, deciding on your abilities, gathering information, arranging problems by importance, making a decision, concentrating on a task.

## Staying in Compliance

Maintaining compliance with state and federal statutes and regulations is one of the most important tasks of a special education director. The cost in staff time and morale as well as in fiscal resources can be considerable when faced with a compliance complaint. This section is designed to give you proactive strategies to help you stay in compliance.

It begins with a list of the items most often found non-compliant by the State Department of Education in LEA reviews. Following the list of non-compliant items are tips and advice from four legal sources on how to avoid noncompliance. Following the advice of these legal experts should increase substantially your chances of staying in compliance. Many legal questions hinge on the interpretation of law, and attorneys sometimes disagree due to a difference in interpretation. If faced with a legal challenge, it is always recommended to carefully consider the advice and direction of the attorney representing your school's position in the case.

See also Section 8, SELPA Support. Source: California Department of Education

Following is a list of frequently non-compliant items. The items have been identified statewide over the last several years as systemically non-compliant in most LEAs reviewed.

These items include:

- Missed timelines
  - Triennial re-evaluation
  - Annual IEP
- IEP within 60 days of parental consent of Assessment Plan
- Missing or inadequate IEP contents
- How parents will be informed of student progress
- Participation in Statewide Achievement Tests
- Program modifications and supports for school personnel
- Projected dates for initiating services
  - IEP Team
  - No general education teacher (preschool and K-12)
  - If members were excused by the IEP team, the excusal must be in writing with parent agreement.

- Failure to implement the IEP
- Willful and intentional violations of the IDEA can lead to the possibilities of personal liability.

Source: Lozano Smith (permission to use granted)

Lauri A. LaFoe, from Lozano Smith presented “Common Pitfalls and Snags in the IEP Process” at an ACSA Spring Conference, May, 2008. Adapted from her presentation follow.

### **Offer of more than one placement option**

If a district makes an offer of more than one placement option, it may be a denial of FAPE. OAH has interpreted the school’s responsibility to present one appropriate, clear and detailed offer of FAPE. Offering a variety of placements puts an undue burden on a parent to eliminate potentially inappropriate placements, and makes it more difficult for a parent to decide whether to accept or challenge the school district’s offer. Discussion of a range of possible placements during the IEP meeting is, of course, appropriate, but the LEA’s responsibility is to use its expertise to decide which program is best suited for the Student’s particular needs. *Glendale Unified Sch. Dist. v. Almasi*, 33 IDELR 221 (C.D. Cal. 2000)

### **Making no offer of placement**

Often an IEP team will hold off on making a placement offer so parents can go observe one or more possible placements. The problem in this situation is that 1) timelines may pass; 2) another IEP team meeting may not be scheduled in a timely manner. The parents file for due process and the LEA has no offer of FAPE to defend.

Tip: Don’t leave the IEP Team meeting without a clear offer on the table. However, a recess may be necessary when considering a placement outside of MPS such as a contracted special day class placement or a non-public school. In this circumstance, the IEP meeting should reconvene when a representative of the placement can attend. Alternatively, an MPS team member should visit and learn the details of the placement to answer Parent’s questions regarding the placement.

Tip: Parents’ unwillingness to accept a proposed offer is never a reason to fail to make a formal written offer. Send a detailed PWN after the IEP to clarify the offer.

Tip: Review the offer with the parent to make sure it is clear, readable and understandable and ask parents if they have any questions. If they don’t understand what the LEA is offering, be willing to adjust the language and fill in the blanks.

Give parents a contact phone number to call if they have questions.

### **Giving in to parent wishes**

Often IEP teams agree to parent demands in an IEP so as to avoid conflict. This may provide a short term solution but it can also result in additional requests for more services that may not be appropriate for the student or amount to FAPE. For example, don’t place a student in RSP if the team feels a SDC is FAPE for

the student.

Tip: Always ask if the placement is appropriate to address a student's needs.

Tip: Document discussion re: placement options discussed, noting parent participation.

### **Failing to assess in all areas of need and/or address all areas of need**

The assessment plan should address all areas of suspected disability and the assessment needs to cover these areas. Be sure to have a goal for every identified need. If a child is performing at state standards, a goal does not need to be written. If the assessment report indicates that the student has difficulty in handwriting, then the IEP needs to address this skill through a goal in that area or offer accommodations. If report indicates that if a student is having difficulty attending school, then the student may need an attendance goal. Each goal should also be linked to a service or other support.

Tip: Keep a running list of all areas of need identified and make sure that all areas of need have been addressed in the IEP.

Tip: Look at the signed assessment plan to see if parents added notes.

### **Offering related services as a “range”**

Avoid “as needed” or “up to 60 minutes”—the range should be zero. Similarly, the frequency should be as specific as possible. The offer must be clear, i.e. Speech and Language services, 2 times per week for 30 minutes each session, 1 session individually, 1 session group in the speech room at XYZ School. Do not use a number of sessions per year.

Tip: Be clear and concise.

### **Failure to properly identify the Placement/Services**

Placement should be clear and concise. If you list more than one school, you have more than one offer! Don't leave loose ends such as: “Speech therapist will decide...”, “IEP team will determine”, “Behavior consultant will develop”, “To be determined after ESY”.

Tip: Decisions regarding a student's placement and services are made by the IEP team. Don't leave the table without making those decisions and incorporating them into one clear and concise written offer of placement and services.

### **Not considering parent input**

The team must consider and document discussion of any private assessments at some point during the meeting. Always consider parent input and document response to requests or questions. Invite private school staff to attend the IEP meeting if the student attends private school.

Tip: Document that you have considered parent input in the IEP notes.

### **Failure to make a clear ESY offer**

ESY services, like all other placement and services offered to a student, must be written in clear language.

LEA is liable if there is not a clear offer for any programs that student receives during ESY.

Tip: Clearly spell out the ESY offer of placement and services and don't just check a box. Make sure offer is made early enough in the year to ensure adequate time for resolution to be sought and obtained, should parent disagree with offer, prior to commencement of ESY.

### **Rules to Live By:**

1. LISTEN - parents need to be and feel heard
2. RESPOND - answer phone calls and emails promptly, even if only to buy time.
3. FOLLOW THROUGH - Do what you say you'll do, and you will build trust.
4. FOCUS - remember the child; make him or her always the focus. Responses should always relate to the child's needs.
5. SELL YOUR PROGRAMS - Private programs have good marketing. Show your pride in the public programs and explain them to parents.
6. PLAN, PLAN AND THEN PLAN - Plan your meetings. Prepare draft goals and objectives and prepare reporting on goal progress. Prepare an agenda for your meetings. If assessment reports are completed, provide them to the parents so they have an opportunity to read them and think of questions. A district is not required to provide such a copy so many days before IEP Meeting. If completed, however, and parent requests a copy of report before IEP meeting, then their request falls under the 5 day rule.
7. DOCUMENT, DOCUMENT AND THEN DOCUMENT - Avoid misunderstandings. Create a clear record of what transpired because memories do fade. Keeps everyone on the same page. Tapes are student records. Emails may be student records if maintained by the school. Seek advice from your attorney if needed to determine which e-mails are considered records.

**Notices and prior written notice (PWN)** Offer procedural safeguards at the beginning of each IEP meeting. If not handing out Procedural Safeguards, note when they were last given to parent.

1. Required upon initial referrals or parental request for evaluation
2. Required upon filing of complaint
3. Required upon request by parent

If, at the end of the IEP team meeting, there is a disagreement between LEA and parent/s, parent/s should be provided with PWN. PWN is a description of the action proposed or refused by the district, an explanation of why the LEA proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action, a statement that the parents have protection under the procedural safeguards, sources for parents to contact to obtain assistance in understanding the law, a description of the other options considered by the IEP team and the reason why those options were rejected and a description of the factors that are relevant to the agency's proposal or refusal. This PWN can be done in the IEP through notes; however, if one element is missing, a new PWN must be written. The PWN must be provided within a reasonable time following the IEP, request or proposal.

**Start with preparation.**

Make sure all staff members have data they need to make contributions.

Assessments and data should lead the way.

Regularly check with parents and parent representatives during IEP (meaningful parent participation).

Take care to make one clear and complete offer which includes clear goals and objectives.

Source: Julie Weatherly - LRP

### **Practical Tips for Staying Out of Due Process**

1. Don't engage in action that appears to be a predetermination of placement or action that appears to deny parental input into decision-making.
2. Don't make educational recommendations/decisions based upon the availability of services.
3. Don't make educational recommendations/decisions based upon cost.
4. Do notify parents of their right to challenge IEP recommendations.
5. Don't make recommendations/decisions based upon inadequate evaluations.
6. Don't respond inappropriately to requests for an Independent Educational Evaluation (IEE).
7. Don't make vague/generalized recommendations regarding least restrictive environment (LRE).
8. Don't be overly specific and include unnecessary details or "promises" in IEPs.
9. Do address extended school year (ESY) services.
10. Do have required school staff at meetings.
11. Don't fail to allow for participation of persons brought by parents.
12. Don't inappropriately refuse to allow tape recording or videotaping of IEP.
13. Don't set out/offer services or amount of services without clarity in IEP.
14. Do address transition activities and provide a summary of performance.
15. Do consider independent evaluative information brought in by parents.
16. Do address behavioral strategies/interventions as part of the IEP.

### **Action to Avoid Outside of the IEP Process**

1. Don't make unilateral changes in placement through the use of suspension or other removal from the current placement.
2. Don't diagnose medical conditions/suggest medication without the credentials for doing so.
3. Do follow time guidelines/requirements and don't create artificial barriers for timely completion of tasks.
4. Don't refuse to identify, evaluate or change the educational placement of a child without the required prior written notice.
5. Don't create unnecessary educational records, especially those that may contain inappropriate material.
6. Do implement the IEP - willful and intentional violations of the IDEA can lead to the possibilities of personal liability.

When preparing documentation of the meeting or the prior written notice of the decisions reached, use language that clearly reflects the efforts of the school district in this regard. Examples:

“The team discussed \_\_\_\_\_ possible placements and the pros and cons of each.”

“The chair asked the parents what alternatives they would like the team to consider.”

“The team agreed to \_\_\_\_\_ in response to parental input.”

“The parent said \_\_\_\_\_ and in response, the team decided \_\_\_\_\_.”

Only the IEP team can make decisions regarding the IEP. Using statements such as the “school decided to \_\_\_\_\_” can result in a finding of predetermination. Thus, avoid oral/written statements such as:

“The school has developed the IEP and is presenting it to the parents today.” Consider instead, “The purpose of the team meeting is to develop the student’s IEP.”

“This meeting is to change the student’s placement from \_\_\_\_\_ to \_\_\_\_\_.” Consider instead, “Today, the team will consider the student’s placement in the LRE, considering a continuum of placement alternatives.”

“The district rejects the report of the independent evaluator.” Consider instead, “The team has reviewed and considered the IEE report and determined no changes to the IEP are needed,” or “the team has adopted the following recommendations made by the outside evaluator....”

## **SPED Service Providers and Outlined Duties**

### **5 CCR §3051: Standards for Related Services and Staff Qualifications**

#### **(a) General Provisions.**

- (1) Related services may be provided to individuals or to small groups in a specialized area of educational need, and throughout the full continuum of educational settings.
- (2) Related services, when needed, are determined by the IEP.
- (3) All entities and individuals providing related services shall meet the qualifications found in 34 C.F.R. sections 300.156(b) and 3001(r) and the applicable portions of section 3051 et seq. and shall be either:
  - (A) Employees of the school district or county office, or
  - (B) Employed under contract pursuant to Education Code sections 56365-56366, or
  - (C) Employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency.
- (4) To be eligible for certification to provide related services to individuals with exceptional needs, nonpublic schools and nonpublic agencies shall meet the requirements of this section.
- (5) An individual providing related services out of state, pursuant to sections 56365 and 56366 of the Education Code, as required in a pupil's IEP, must:
  - (A) Hold a current valid credential or license to render that related service as required by that state, and
  - (B) Be employed by a nonpublic, nonsectarian school or agency certified by the CDE.

### **5 CCR §3051.1 Language, Speech and Hearing Development and Remediation**

#### **(a) Language, Speech and Hearing Development and Remediation services include:**

- (1) Referral and assessment of individuals suspected of having a disorder of language, speech, or hearing. Such individuals are not considered as part of the caseload pursuant to Education Code section 56363.3 unless an IEP is developed and services are provided pursuant to sections 3051.1(a)(2) and (3).
  - (2) Specialized instruction and services for individuals with disorders of language, speech, and hearing, including monitoring of pupil progress on a regular basis, providing information for the review, and when necessary participating in the review and revision of IEPs of pupils.
  - (3) Consultative services to pupils, parents, teachers, or other school personnel.
  - (4) Coordination of speech and language services with an individual's regular and special education program.
- (b) Caseloads of full-time equivalent language, speech and hearing specialists providing instruction and services within the district, SELPA, or county office shall not exceed a district-wide, SELPA-wide, or county-wide average of 55 individuals unless prior written approval has been granted by the SSPI.**
- (c) Language and speech development and remediation shall be provided only by personnel who possess:**
- (1) a license in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs; or
  - (2) a credential authorizing language or speech services.

(d) Services may also be provided by speech-language pathology assistants working under the direct supervision of a qualified language, speech, and hearing specialist, as defined in Business and Professions Code section 2530.2(i), and if specified in the IEP. No more than two assistants may be supervised by one qualified language, speech, and hearing specialist. The caseloads of persons in subdivision (b) shall not be increased by the use of assistants.

### § 3051.2. Audiological Services

- (a) In addition to provisions of 34 C.F.R. Section 300.34, audiological instruction and services may include:
- (1) Aural rehabilitation (auditory training, speech reading, language habilitation, and speech conservation) and habilitation with individual pupils or groups and support for the hearing-impaired pupils in the regular classroom.
  - (2) Monitoring hearing levels, auditory behavior, and amplification for all pupils requiring personal or group amplification in the instructional setting.
  - (3) Planning, organizing, and implementing an audiology program for individuals with auditory dysfunctions, as specified in the IEP.
  - (4) Consultative services regarding test findings, amplification needs and equipment, otological referrals, home training programs, acoustic treatment of rooms, and coordination of educational services to hearing-impaired individuals.
- (b) Audiological services shall be provided only by personnel who possess:
- (1) a license in Audiology issued by a licensing agency within the Department of Consumer Affairs; or
  - (2) a credential authorizing audiology services.

### § 3051.3. Orientation and Mobility Instruction

- (a) Orientation and mobility instruction may include:
- (1) Specialized instruction for individuals in orientation and mobility techniques.
  - (2) Consultative services to other educators and parents regarding instructional planning and implementation of the IEP relative to the development of orientation and mobility skills and independent living skills.
- (b) Orientation and mobility instruction shall be provided only by personnel who possess a credential that authorizes services in orientation and mobility instruction.

### § 3051.4. Instruction in the Home or Hospital

(a) Special education and related services provided in the home or hospital for school age pupils is limited to those pupils who have been identified as individuals with exceptional needs in accordance with section 3030 and for whom the IEP team recommends such instructions or services. Note - Placement in the home can be provided

through the IEP process. However, if Student cannot attend school due to a temporary disability unrelated to the student's IEP eligibility, Home-Hospital Instruction ("HHI") cannot be provided by charter school

(b) Instructions may be delivered individually, in small groups or by teleclass.

(c) For those individuals with exceptional needs with a medical condition such as those related to surgery, accidents, short-term illness or medical treatment for a chronic illness, the IEP team shall review, and revise, if appropriate, the IEP whenever there is a significant change in the pupil's current medical condition.

(d) When recommending placement for home instruction, the IEP team shall have in the assessment information a medical report from the attending physician and surgeon or the report of the psychologist, as appropriate, stating the diagnosed condition and certifying that the severity of the condition prevents the pupil from attending a less restrictive placement. The report shall include a projected calendar date for the pupil's return to school. The IEP team shall meet to reconsider the IEP prior to the projected calendar date for the pupil's return to school.

(e) Instruction in the home or hospital shall be provided by a regular class teacher, the special class teacher or the resource specialist teacher, if the teacher or specialist is competent to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate related services specialist shall provide such instruction.

(f) The teacher providing the home instruction shall contact the pupil's previous school and teacher to determine:

(1) The course work to be covered;

(2) The books and materials to be used;

(3) Who is responsible for issuing grades and promoting the pupil when appropriate;

(4) For pupils in grades 7 to 12, the teacher shall confer with the school guidance counselor to determine:

(A) For the hours the pupil has earned toward semester course credit in each subject included in the IEP and the grade as of the last day of attendance;

(B) Who is responsible for issuing credits when the course work is completed:

(C) Who will issue the diploma if the pupil is to graduate.

#### § 3051.5. Adapted Physical Education for Individuals with Exceptional Needs

(a) Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular "D" Physical education program or specially designed physical education programs.

(b) Adapted physical education shall be provided only by personnel who possess a credential issued by the California CTC that authorizes service in adapted physical education.

§ 3051.6. Physical and Occupational Therapy

(a) When the district, SELPA, or county office contracts for the services of a physical therapist or an occupational therapist, the following standards shall apply:

(1) Occupational or physical therapists shall provide services based upon recommendation of the IEP team. Physical therapy and occupational therapy services for infants are limited by Education Code section 56426.6. Physical therapy services may not exceed the services specified in the Business and Professions Code section 2620. Occupational therapy services may not exceed the services specified in the Business and Professions Code section 2570.2(k).

(2) The district, SELPA, or county office shall assure that the therapist has available safe and appropriate equipment.

(b) Individuals providing physical or occupational therapy shall be qualified.

(1) Physical therapy shall be provided only by personnel who possess a valid license in Physical Therapy issued by a licensing agency within the Department of Consumer Affairs.

(2) Occupational therapy shall be provided only by personnel who possess a license in occupational therapy issued by a licensing agency within the Department of Consumer Affairs. Services provided by a Certified Occupational Therapist Assistant shall be supervised by a registered occupational therapist in accordance with professional standards outlined by the American Occupational Therapy Association.

§ 3051.7. Vision Services

(a) Vision services may include:

(1) Adaptations in curriculum, media, and the environment, as well as instruction in special skills.

(2) Consultative services to pupils, parents, teachers, and other school personnel.

(b) An assessment of and provision for services to visually impaired pupils may be conducted by an eye specialist who has training and expertise in low vision disabilities and has available the appropriate low vision aids for the purpose of assessment. The eye specialist may provide consultation to the pupil, parents, teacher and other school personnel as may be requested by an IEP team.

(c) Procedures which may be utilized by qualified personnel are those procedures authorized by federal and state laws and regulations and performed in accordance with these laws and regulations and standards of the profession.

(d) For the purposes of this section, and eye specialist shall mean a licensed optometrist, ophthalmologist, or other licensed physician and surgeon who has training and expertise in low vision disabilities.

(e) Vision services shall be provided only by personnel who possess:

- (1) a license as an Optometrist, Ophthalmologist, Physician or Surgeon, issued by a licensing agency within the Department of Consumer Affairs and authorizing the licensee to provide the services rendered, or
- (2) a valid credential authorizing vision instruction or services.

#### § 3051.75. Vision Therapy

- (a) Vision therapy may include: Remedial and/or developmental instruction provided directly by or in consultation with the optometrist, ophthalmologist, or other qualified licensed physician and surgeon provided ongoing care to the individual.
- (b) Vision therapy shall be provided by an optometrist, ophthalmologist, or by appropriate qualified school personnel when prescribed by a licensed optometrist, ophthalmologist, or other qualified licensed physician and surgeon.
- (c) Procedures which may be utilized by qualified personnel are those procedures authorized by federal and state laws and regulations and performed in accordance with these laws and regulations and standards of the profession.

#### § 3051.8. Specialized Driver Training Instruction

- (a) Specialized driver training instruction may include instruction to an individual with exceptional needs to supplement the regular driver training program. The IEP team shall determine the need for supplementary specialized driver training instruction. The need to supplement the regular program shall be based on an assessment of the pupil's health, physical, and/or educational needs which require modifications which cannot be met through a regular driver training program.
- (b) Driver training for individuals herein described must be provided by qualified teachers, as defined by Education Code sections 41906 and 41907.

#### § 3051.9. Counseling and Guidance Services

- (a) Counseling and guidance services may be provided to an individual with exceptional needs who requires additional counseling and guidance services to supplement the regular guidance and counseling program. The IEP team shall determine the need for additional guidance and counseling services.
- (b) Counseling and guidance services necessary to implement the IEP may include:
  - (1) Educational counseling in which the pupil is assisted in planning and implementing his or her immediate and long-range educational program.
  - (2) Career counseling in which the pupil is assisted in assessing his or her aptitudes, abilities, and interests in order to make realistic career decisions.
  - (3) Personal counseling in which the pupil is helped to develop his or her ability to function with social and personal responsibility.

(4) Counseling and consultation with parents and staff members on learning problems and guidance programs for pupils.

(c) Counseling and guidance shall be provided only by personnel who possess a:

(1) license as a Marriage and Family Therapist, or Marriage and Family Therapist Registered Intern who is under the supervision of a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Professional Clinical Counselor, a Licensed Psychologist, or a Physician who is certified in psychiatry by the Medical Board of California, the Board of Behavioral Sciences, or the Board of Psychology, within the Department of Consumer Affairs.

(2) license as a Clinical Social Worker, or Associate Clinical Social Worker who is under the supervision of either a Licensed Clinical Social Worker or a licensed Mental Health Professional by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or

(3) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(4) license in psychology, or who are working under supervision of a licensed psychologist, both regulated by the Board of Psychology, within the Department of Consumer Affairs; or

(5) Pupil Personnel Services Credential, which authorizes school counseling or school psychology.

(6) license as a Licensed Professional Clinical Counselor, or a Professional Clinical Counselor Registered Intern who is under the supervision of a Licensed Professional Clinical Counselor, a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Clinical Psychologist, or a Physician who is certified in psychiatry by the American Board of Psychiatry and Neurology.

#### § 3051.10. Psychological Services Other Than Assessment and Development of the IEP

(a) Psychological services may include:

(1) Counseling provided to an individual with exceptional needs by a credentialed or licensed psychologist or other qualified personnel.

(2) Consultative services to parents, pupils, teachers, and other school personnel.

(3) Planning and implementing a program of psychological counseling for individuals with exceptional needs and parents.

(4) Assisting in developing positive behavioral intervention strategies.

(5) This term does not include assessment services and the development of an IEP.

(b) Psychological services required by a student's IEP may be rendered by any of the following professionals who possess the credential or license required by law for the performance of particular psychological services by members of that profession:

- (1) Licensed Educational Psychologist pursuant to Business and Professions Code section 4989.14;
- (2) Licensed Marriage and Family Therapist pursuant to Business and Professions Code section 4980.02;
- (3) Licensed Clinical Social Worker pursuant to Business and Professions Code section 4996.9; or
- (4) Licensed Psychologist pursuant to Business and Professions Code section 2903; or
- (5) Pupil Personnel Services Credential that authorizes school psychology.

#### § 3051.11. Parent Counseling and Training

(a) Parent counseling and training may include:

- (1) Assisting parents in understanding the special needs of their child, and
- (2) Providing parents with information about child development.

(b) Parent counseling and training shall be provided only by personnel who possess a:

- (1) credential that authorizes special education instruction; or
- (2) credential that authorizes health and nursing services; or
- (3) license as a Marriage and Family Therapist, or Marriage and Family Therapist Registered Intern who is under the supervision of a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Professional Clinical Counselor, a Licensed Psychologist, or a Physician who is certified in psychiatry by the Medical Board of California, the Board of Behavioral Sciences, or the Board of Psychology, within the Department of Consumer Affairs; or
- (4) license as a Clinical Social Worker, or Associate Clinical Social Worker who is under the supervision of either a Licensed Clinical Social Worker or a licensed Mental Health Professional by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- (5) license as an Educational Psychologist, issued by a licensing agency within the Department of Consumer Affairs; or
- (6) license as a Psychologist, or who are working under the supervision of a licensed Psychologist, both regulated by the Board of Psychology, within the Department of Consumer Affairs; or
- (7) Pupil Personnel Services Credential that authorizes school counseling or school psychology or school social work.
- (8) license as a Licensed Professional Clinical Counselor, or a Professional Clinical Counselor Registered Intern who is under the supervision of a Licensed Professional Clinical Counselor, a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Clinical Psychologist, or a Physician who is certified in psychiatry by the American Board of Psychiatry and Neurology.

#### § 3051.12. Health and Nursing Services

(a) Health and nursing services may include:

- (1) Providing services by qualified personnel.
- (2) Managing the individual's health problems on the school site.
- (3) Consulting with pupils, parents, teachers, and other personnel.
- (4) Group and individual counseling with parents and pupils regarding health problems.
- (5) Maintaining communication with health agencies providing care to individuals with disabilities.

(b) Specialized physical health care may be provided as described in Education Code section 49423.5.

(1) Definitions.

(A) Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon requiring medically related training for the individual who performs the services and which are necessary during the school day to enable the child to attend school.

(B) Standardized procedures means protocols and procedures developed through collaboration among school or hospital administrators and health professionals, including licensed physicians and surgeons and nurses, to be utilized in the provision of the specialized physical health care services.

(C) Qualified means the ability to demonstrate competence in Cardio-Pulmonary Resuscitation, current knowledge of community emergency medical resources, and skill in the use of equipment and performance of techniques necessary to provide specialized physical health care services for individuals with exceptional needs. In addition:

1. "Qualified" for the professional school or public health nurse or licensed physician and surgeon shall mean trained in the procedures to a level of competence and safety which meets the objectives of the training.
2. "Qualified" for the designated school personnel shall mean trained in the procedures to a level of competence and safety which meets the objectives of the training as provided by the school nurse, public health nurse, licensed physician and surgeon, or other programs which provide the training.

(D) Supervision means review, observation, and/or instruction of a designated school person's performance and of physical health care services, but does not necessarily require the immediate presence of the supervisor at all times.

1. Immediate supervision means that the supervisor shall be physically present while a procedure is being administered.
2. Direct supervision means that the supervisor shall be present in the same building as the person being supervised and available for consultation and/or assistance.
3. Indirect supervision means that the supervisor shall be available to the qualified designated school person either in person or through electronic means to provide necessary instruction, consultation, and referral to appropriate care and services as needed. Supervision of designated school persons shall include review on-site by a qualified school nurse, qualified public health nurse, or qualified licensed physician and surgeon. Supervision shall also include review of the competence of that individual in performing the specialized health care service, maintenance of appropriate records, physical environment, and equipment.

(E) Training means preparation in the appropriate delivery and skillful performance of specialized physical health care services. In addition:

1. Medically related training of credentialed school nurses or public health nurses shall be that training in an approved program which may be necessary to update or make current the nurse's professional skills and knowledge related to meeting pupils' needs for specialized physical health care services.

2. Medically related training of employed designated school personnel is that training in an approved program in standardized procedures provided by a qualified school nurse, qualified public health nurse, qualified licensed physician and surgeon, or other approved programs to enable the person to provide the specialized physical health care services necessary to enable the child to attend school.

(F) Competence in Cardio-Pulmonary Resuscitation means possession of a current valid certificate from an approved program.

(2) Standards and Staffing.

(A) Allocation of qualified designated school personnel shall be determined by the amount and type of supervision necessary to this regulation, and also the type and frequency of services needed by students in special classes and centers, and regular instructional settings.

(B) Approved training for qualified personnel shall be provided in one or more of the following ways:

1. By a qualified school nurse, qualified public health nurse, or qualified licensed physician and surgeon, as defined in these regulations.
2. By career and continuing education programs, approved by the appropriate licensing board.
3. By training programs through public or private medical institutions, i.e., hospitals, public health agencies, Visiting Nurses Associations, and Red Cross.

(3) Organization and Administration.

(A) Specific continuing specialized physical health care services required in order for the individual to benefit from special education will be included in the individualized education program. If the parent elects to perform the service during the school day, a waiver shall be signed relieving the school of the responsibility.

(B) Appropriate accommodations for safety and necessary physical care services for the individual with exceptional needs in the school setting shall be provided by the school. Personal privacy and dignity of an individual with exceptional needs shall be assured.

(C) The school district shall not be required to purchase medical equipment for an individual pupil. However, the school district, SELPA, or county office is responsible for providing other specialized equipment for use at school that is needed to implement the IEP.

(D) In accordance with Education Code section 49423.5(a)(2), a qualified school nurse, qualified public health nurse, or qualified licensed physician and surgeon responsible for supervising the physical health care of an individual with exceptional needs in the school setting shall:

1. Coordinate the health care services to the individuals with exceptional needs on the school site.
2. Consult with appropriate personnel regarding management of health care services for individuals with exceptional needs.
3. Make appropriate referrals and maintain communication with health agencies providing care to individuals with exceptional needs.

4. Maintain or review licensed physician and surgeon and parent requests and daily documentation records.  
 (E) Written licensed physician and surgeon and parent requests, as well as the specific standardized procedures to be used if physical health care services are provided, shall be maintained for each individual with exceptional needs. Daily documentation of specific services which are provided shall be maintained on a district-approved form which shall include the signatures of the qualified designated school person(s) who performs the procedure.

1. Any pupil who is required to have specialized physical health care services during the school day, prescribed for him or her by a licensed physician and surgeon, may be assisted by a qualified school nurse, qualified public health nurse, or other qualified school personnel, if the school district receives:

a. A written statement from the licensed physician and surgeon stating the procedure and time schedules by which such procedures are to be given; and

b. A written statement from the parent or guardian of the pupil, indicating the desire that the school district assist the pupil in the matters set forth in the licensed physician and surgeon's statement, and granting consent for the delivery of such services.

2. This written statement of a licensed physician and surgeon and parent requests and daily documentation shall be maintained in accordance with the requirements of confidentiality of pupil records, and are considered mandatory interim pupil records.

#### § 3051.13. Social Worker Services

(a) Social work services may include:

(1) Individual and group counseling with the individual and his or her immediate family.

(2) Consultation with pupils, parents, teachers, and other personnel regarding the effects of family and other social factors on the learning and developmental requirements of individual pupils with exceptional needs.

(3) Developing a network of community resources, making appropriate referral and maintaining liaison relationships among the school, the pupil with exceptional needs, the family, and the various agencies providing social, income maintenance, employment development, mental health, or other developmental services.

(b) Social worker services shall be provided only by personnel who possess a:

(1) license as a Clinical Social Worker, or Associate Clinical Social Worker who is under the supervision of either a Licensed Clinical Social Worker or a licensed Mental Health Professional by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or

(2) license as a Marriage and Family Therapist, or Marriage and Family Therapist Registered Intern who is under the supervision of a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Professional Clinical Counselor, a Licensed Psychologist, or a Physician who is certified in psychiatry by the Medical Board of California, the Board of Behavioral Sciences, or the Board of Psychology, within the Department of Consumer Affairs; or

(3) credential authorizing school social work.

(4) license as a Licensed Professional Clinical Counselor, or a Professional Clinical Counselor Registered Intern who is under the supervision of a Licensed Professional Clinical Counselor, a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Clinical Psychologist, or a Physician who is certified in psychiatry by the American Board of Psychiatry and Neurology

§ 3051.14. Specially Designed Vocational Education and Career Development

(a) Specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

- (1) Providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes.
- (2) Coordinating and modifying the regular vocational education program.
- (3) Assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community.
- (4) Establishing work training programs within the school and community.
- (5) Assisting in job placement.
- (6) Instructing job trainers and employers as to the unique needs of the individuals.
- (7) Maintaining regularly scheduled contact with all workstations and job-site trainers.
- (8) Coordinating services with the Department of Rehabilitation and other agencies as designated in the IEP.

(b) Specially designed vocational education and career development shall be provided only by personnel who possess:

- (1) an adult education credential with a career development authorization; or
- (2) a credential that authorizes instruction in special education or vocational education; or
- (3) a Pupil Personnel Services Credential that authorizes school counseling

§ 3051.15. Recreation Services

(a) Recreation services include but are not limited to:

- (1) Therapeutic recreation services which are those specialized instructional programs designed to assist pupils in becoming as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into regular recreation programs.
- (2) Recreation programs in schools and the community which are those programs that emphasize the use of leisure activity in the teaching of academic, social, and daily living skills; and, the provision of nonacademic and extracurricular leisure activities and the utilization of community recreation programs and facilities.
- (3) Leisure education programs which are those specific programs designed to prepare the pupil for optimum independent participation in appropriate leisure activities, including teaching social skills

necessary to engage in leisure activities, and developing awareness of personal and community leisure resources.

(b) Recreation services shall be provided only by personnel who possess:

- (1) a certificate issued by the California Board of Recreation and Park Certification; or
- (2) a certificate issued by the National Council for Therapeutic Recreation; or
- (3) the National Recreation and Park Association, authorizing services in recreation or therapeutic recreation.

#### § 3051.16. Specialized Services for Low-Incidence Disabilities

(a) Specialized services for low-incidence disabilities may include:

- (1) Specially designed instruction related to the unique needs of pupils with low-incidence disabilities provided by teachers credentialed pursuant to Education Code section 44265.
- (2) Specialized services related to the unique needs of pupils with low-incidence disabilities provided by qualified individuals such as interpreters, notetakers, readers, transcribers, and other individuals who provide specialized materials and equipment.

(b) An “educational interpreter” provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school-related activities, including extracurricular activities, as designated in a student's IEP.

(c) An educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID), or equivalent; in lieu of RID certification or equivalent, an educational interpreter must have achieved a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter and Receptive (ESSE-I/R), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 4.0 or above on the EIPA - Cued Speech.

(d) Specialized services for pupils with low-incidence disabilities shall be provided only by personnel who possess a credential that authorizes services in special education or clinical rehabilitation services in the appropriate area of disability.

#### § 3051.17. Services for Pupils with Chronic Illnesses or Acute Health Problems

(a) Specialized services may be provided to pupils determined eligible pursuant to section 3030(f). Such services include but are not limited to:

- (1) Individual consultation;
- (2) Home or hospital instruction; and
- (3) Other instructional methods using advanced communication technology.

(b) For pupils whose medical condition is in remission or in a passive state, the IEP team shall specify the frequency for monitoring the pupil's educational progress to assure that the illness does not interfere with the pupil's educational progress.

(c) When a pupil identified pursuant to section 3030(f) experiences an acute health problem which results in his or her non-attendance at school for more than five consecutive days, upon notification of the classroom teacher or the parent, the school principal or designee shall assure that an IEP team is convened to determine the appropriate educational services.

(d) If there is a pattern of sporadic illness, the IEP team shall convene to consider alternative means for the pupil to demonstrate competencies in the required course of study so that the cumulative number of absences do not prevent educational progress.

#### § 3051.18. Related Services for the Deaf and Hard of Hearing

(a) Instruction and services for deaf and hard of hearing pupils shall be provided by an individual holding an appropriate credential, who has competencies to provide services to the hearing impaired and who has training, experience and proficient communication skills for educating pupils with hearing impairments. Such services may include but need not to be limited to:

- (1) Speech, speech reading and auditory training.
- (2) Instruction in oral, sign, and written language development.
- (3) Rehabilitative and educational services for hearing impaired individuals to include monitoring amplification, coordinating information for the annual review, and recommending additional services.
- (4) Adapting curricula, methods, media, and the environment to facilitate the learning process.
- (5) Consultation to pupils, parents, teachers, and other school personnel as necessary to maximize the pupil's experience in the regular education program.

(b) A specially trained instructional aide, working with and under the direct supervision of the credentialed teacher of the deaf and hard-of-hearing, may assist in the implementation of the pupil's educational program.

#### § 3051.19. Assistive Technology Service

(a) "Assistive technology service" means any service that directly assists an individual with exceptional needs in the selection or use of an assistive technology device that is educationally necessary. The term includes the evaluation of the needs of an individual with exceptional needs including a functional evaluation of the individual in the individual's customary environment; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education programs and rehabilitation plans and programs; training or technical assistance for an individual with exceptional needs or, where appropriate, the family of an individual with exceptional needs or, if appropriate, that individual's family; and training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with exceptional needs.

(b) Assistive technology services shall be provided only by personnel who possess a:

- (1) license in Physical Therapy issued by a licensing agency within the Department of Consumer Affairs, where the utilization of assistive technology services falls within the scope of practice of physical therapy as defined in Business and Professions Code section 2620 and implementing regulations; or
- (2) license in Occupational Therapy issued by a licensing agency within the Department of Consumer Affairs; or
- (3) license in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs or a valid document, issued by the California CTC, where the function of the assistive technology service is augmentative communication; or
- (4) baccalaureate degree in engineering with emphasis in assistive technology; or
- (5) baccalaureate degree in a related field of engineering with a graduate certificate in rehabilitation technology or assistive technology; or
- (6) certification from the Rehabilitation Engineering and Assistive Technology Society of North America and Assistive Technology Provider (RESNA/ATP); or
- (7) certificate in assistive technology applications issued by a regionally accredited post-secondary institution; or
- (8) credential that authorizes special education of physically impaired, orthopedically impaired, or severely impaired pupils.

#### [§ 3051.20. Early Education Programs](#)

(a) “Early education” means the program and services specified by Education Code section 56425 et. seq.

(b) Early education programs for children with disabilities, as defined in Education Code section 56426, shall be provided only by personnel who meet the appropriate personnel qualifications set forth in this article and comply with Education Code section 56426.2.

#### [§ 3051.21. Music Therapy](#)

(a) According to the Certification Board for Music Therapists “Music therapy is the specialized use of music by a credentialed professional who develops individualized treatment and supportive interventions for people of all ages and ability levels to address their social, communication, emotional, physical, cognitive, sensory and spiritual needs.”

(b) Music therapy shall be provided only by personnel who hold a Music Therapist - Board Certified credential from the Certification Board for Music Therapists (CBMT) on the completion of all academic and clinical training requirements, and after successfully passing the CBMT National Board Certification Examination.

#### [§ 3051.22. Transcription Services](#)

Transcribers for visually impaired pupils shall have a certificate issued by the Library of Congress as a Braille Transcriber.

§ 3051.23. Behavioral Intervention

(a) Pursuant to Education Code section 56520, behavioral interventions shall be designed or planned only by personnel who have a:

- (1) Pupil Personnel Services Credential that authorizes school counseling or school psychology; or
- (2) credential authorizing the holder to deliver special education instruction; or
- (3) license as a Marriage and Family Therapist certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- (4) license as a Clinical Social Worker by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- (5) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or
- (6) license in psychology regulated by the Board of Psychology, within the Department of Consumer Affairs; or
- (7) master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.

(b) To provide behavioral intervention, including implementation of behavior intervention plans, but not including development or modification of behavior intervention plans, an LEA shall deliver those services using personnel who:

- (1) possess the qualifications under subdivision (a); or
  - (2)(A) are under the supervision of personnel qualified under subdivision (a); and
- (B) possess a high school diploma or its equivalent; and
- (C) receive the specific level of supervision required in the pupil's IEP.

§ 3051.24. Other Related Services

Other related services not identified in sections 3051.1 through 3051.23 shall be provided only by staff who possess a:

- (a) license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or
- (b) credential issued by the California CTC authorizing the service.

## INTERVENTION: Protocol for Responding to Students at Risk for Suicide

The following are general procedures for the administrator/designee to respond to reports of students at risk for suicide or exhibiting self-injurious behaviors.

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed

### A. Respond Immediately

1. Report concerns or incidents to the administrator/designee immediately or as soon as possible. Make direct contact with the administrator/designee. For example, do not wait until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.
2. Supervise the student at all times. Ensure that any student sent to the office for assessment is accompanied by a staff member, not a student.

### B. Secure the Safety of the Student

1. For immediate, emergency life threatening situations call 911.
2. Supervise the student at all times.
3. If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
4. If a student is agitated, unable to be contained or there is a need for immediate assistance, contact the local law enforcement agency.
5. Magnolia employees should not transport students. This does not pertain to LASPD/ or LAPD officers.
6. If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact local law enforcement to conduct a welfare check to determine the safety and well-being of the student.

### C. Assess for Suicide Risk

1. The administrator/designee or designated school site crisis team member should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media, or previous anecdotal behavioral history).
2. The administrator/designee or the designated school site crisis team member should meet with the student to complete a risk assessment.

Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk.

3. If the assessing party makes phone calls for consultation, these should be made in a confidential setting and not in the presence of the student of concern. The student should be supervised at all times by another designated staff member.

The privacy of all students should be protected at ALL times. Disclose information only on right to know and need to know basis.

#### D. Communicate with Parent/Guardian

The administrator/designee or designated school site crisis team member should contact the parent/guardian or consult the emergency card for an appropriate third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for safety in the home (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, razor blades).
2. If the student is transported to the hospital, communicate a plan for re-entry pursuant to Magnolia's Student Re-Entry Guidelines.

Complete and provide parent/guardian an invitation to a Safety plan meeting for Parent/Guardian which outlines steps to facilitate a positive transition back to school.

3. Provide school and/or local community mental health resources to parents.

Students with private health insurance should be referred to their health care provider.

4. Facilitate contact with community agencies and follow-up to ensure access to services.

5. Provide a copy of Suicide Prevention Awareness for parents (Attached to this memo)

for Parents/Caregivers.

6. Obtain parent/guardian permission to release and exchange information with community agency staff using Parent/Guardian Authorization for Release/Exchange of Information form.

#### E. Determine Appropriate Action Plan

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Refer to Attachment C - Suicide Risk Assessment Levels, Warning Signs & Action Plan Options. Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student's suicide risk.

Examples may include: bullying, suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or sexual orientation/gender bias.

The action plan determined should be documented and managed by the school site administrator/designee.

Actions may include:

1. Develop a safety plan. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis.
  - a. Throughout the safety planning process, the likelihood of the student implementing the steps should be assessed and potential obstacles should be identified. A collaborative problem solving approach should be used to address any potential barriers to the student utilizing the safety plan.
  - b. If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuum of care and revised as needed.
2. Follow student re-entry guidelines. See Student Reentry Guidelines for a checklist of action items to consider and Create a Sign-in Sheet for Meeting to document participation in any re-entry or safety planning meeting.
  - a. A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school (see Attachment Medical Clearance for Return to School).
  - b. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition.
  - c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program
  - d. Counseling and Educationally Related Intensive Counseling
  - e. Services (ERICS) for Students with Disabilities shared with school psychologists.
3. Mobilize a support system and provide resources.
  - Resource Guide.
    - a. Connect student and family with social, school and community supports.
    - b. For mental/physical health services, refer the student to the nearest Wellness Center, a community resource provider, or their health care provider.
4. Monitor and manage.
  - a. The administrator/designee should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
  - b. Maintain consistent communication with appropriate parties on a need to know basis.
  - c. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed.

## **Important Considerations**

The following are clarifications of some of the action plan options noted above:

1. When Certificated Staff Accompany a Student to the Hospital If PMRT or law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:
  - a. The student requests the presence of a staff member.
  - b. The school is unable to make contact with the parent/guardian.
  - c. Parent/guardian is unavailable to meet the student at the hospital.
  - d. Deemed appropriate pursuant to circumstances, such as age, developmental level, or pertinent historical student information.
2. Providing Information for a Psychiatric Evaluation:
  - a. If the student will be transported, the assessing party should complete A Summary of Relevant Student Information, indicating summary of incident and pertinent historical information.
  - b. This document should be provided to PMRT or law enforcement prior to transporting to an emergency hospital.
  - c. Completion of the Summary of Relevant Student Information.

## G. Document All Actions

1. The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report and Risk Assessment Referral Document (All Psychologists have this document)

\* Your administrative designee can be your school psychologist, dean or sped coordinator. It must be a certificated personnel in order for our insurance to cover any incidents.

## Common Acronyms Used in California Special Education

<u>ACRONYM</u>	<u>MEANING</u>
<u>504</u>	<u>Section 504 of the Rehabilitation Act</u>
<u>ADA</u>	<u>Americans with Disabilities Act</u>
<u>ADR</u>	<u>Alternative Dispute Resolution</u>
<u>ALJ</u>	<u>Administrative Law Judge</u>
<u>AT</u>	<u>Assistive Technology</u>
<u>CAC</u>	<u>Community Advisory Committee on Special Education</u>
<u>CASE</u>	<u>Community Alliance for Special Education</u>
<u>CCS</u>	<u>California Children's Services</u>
<u>CDE</u>	<u>California Department of Education</u>
<u>CDC</u>	<u>California Diagnostic Centers</u>
<u>CAHSEE</u>	<u>California High School Exit Exam</u>
<u>DIS</u>	<u>Designated Instruction and Services</u>
<u>DOE</u>	<u>U.S. Department of Education</u>
<u>DOR</u>	<u>Department of Rehabilitation</u>

<b><u>DREDF</u></b>	<b><u>Disability Rights Education and Defense Fund</u></b>
<b><u>FAPE</u></b>	<b><u>Free and Appropriate Public Education</u></b>
<b><u>FERPA</u></b>	<b><u>Family Educational Rights and Privacy Act</u></b>
<b><u>IDEA</u></b>	<b><u>Individuals with Disabilities Education Act</u></b>
<b><u>IEE</u></b>	<b><u>Independent Educational Evaluation</u></b>
<b><u>IEP</u></b>	<b><u>Individualized Educational Program</u></b>
<b><u>IFSP</u></b>	<b><u>Individualized Family Service Plan</u></b>
<b><u>IPP</u></b>	<b><u>Individual Program Plan (Regional Center)</u></b>
<b><u>LEA</u></b>	<b><u>Local Education Agency</u></b>
<b><u>LRE</u></b>	<b><u>Least Restrictive Environment</u></b>
<b><u>NCLB</u></b>	<b><u>No Child Left Behind</u></b>
<b><u>OAH</u></b>	<b><u>Office of Administrative Hearings</u></b>
<b><u>OCR</u></b>	<b><u>U.S. Office for Civil Rights</u></b>
<b><u>OEO</u></b>	<b><u>Office of Equal Opportunity / CDE</u></b>
<b><u>OSEP</u></b>	<b><u>U.S. Office of Special Education Programs / DOE</u></b>

<b><u>OSERS</u></b>	<b><u>U.S. Office of Special Education and Rehabilitation Programs</u></b>
<b><u>OT/PT</u></b>	<b><u>Occupational Therapy/Physical Therapy</u></b>
<b><u>PAI</u></b>	<b><u>Protection and Advocacy, Inc.</u></b>
<b><u>PSRS</u></b>	<b><u>Procedural Safeguards and Referral Services / CDE</u></b>
<b><u>PTI</u></b>	<b><u>Parent Training and Information Center</u></b>
<b><u>PWN</u></b>	<b><u>Prior Written Notice</u></b>
<b><u>RSP</u></b>	<b><u>Resource Specialist Program</u></b>
<b><u>SDC</u></b>	<b><u>Special Day Class</u></b>
<b><u>SELPA</u></b>	<b><u>Special Education Local Plan Area</u></b>
<b><u>SERR</u></b>	<b><u>“Special Education Rights and Responsibilities”</u></b>
<b><u>SLP</u></b>	<b><u>Speech Language Pathologist</u></b>
<b><u>SPED</u></b>	<b><u>Special Education</u></b>

## Glossary of Terms

<u>TERM</u>	<u>MEANING</u>
<u>Accommodation</u>	<u>A change in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks.</u>
<u>Adapted Physical Education (APE)</u>	<u>A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and needs of students with disabilities who may not successfully engage in a regular physical education program.</u>
<u>Administrative Law Judges (ALJs)</u>	<u>Judges provided by OAH to conduct Due Process Hearings in a manner similar to civil court trials. They are neutral fact-finders, fully independent of the agencies whose attorneys appear before them.</u>
<u>Alternative Dispute Resolution (ADR)</u>	<u>Alternative opportunities for parties to resolve disputes collaboratively and avoid litigation, typically through negotiation, mediation, or arbitration.</u>
<u>Assessment</u>	<u>Any systematic method of obtaining information from tests and other sources; used to draw inferences about characteristics of people, objects, or programs. An initial evaluation (or periodic re-evaluation) to determine whether a child is a child with a disability and to determine the educational needs of this child.</u>
<u>Assistive Technology (AT) Device</u>	<u>Any piece of equipment used to increase, maintain, or improve functional capabilities of individuals with disabilities.</u>

<u>Assistive Technology (AT) Service</u>	<u>Any service that directly assists an eligible individual in selecting, acquiring, or using an assistive technology device.</u>
<u>California Diagnostic Center (CDC)</u>	<u>California Diagnostic Centers in Fremont, Fresno and Los Angeles serve northern, central and southern CA to provide no cost assessment and educational planning services. Requests for services must be generated by referral from the school district.</u>
<u>Compliance Complaint</u>	<u>A formal assertion in writing that agreed upon services and supports in an IEP have not been delivered, or that the school district has violated IDEA mandates.</u>
<u>Curriculum</u>	<u>The subject matter that is to be learned, usually described in terms of scope and sequence.</u>
<u>Curriculum -based Assessment</u>	<u>A methodology in special education in which a child's progress in the curriculum is measured at frequent intervals.</u>
<u>Due Process</u>	<u>In general, a course of legal proceedings according to rules and principles established for enforcement and protection of private rights. Essential components of due process are "notice" and "a meaningful opportunity to be heard."</u>
<u>Due Process Hearing</u>	<u>The formal, legal procedure guaranteed by federal law to resolve disputes relating to the education of IDEA-eligible children with disabilities to ensure that each receives a free and appropriate public education (FAPE) tailored to his/her unique needs.</u>
<u>Extended School Day</u>	<u>A provision for a special education student to receive instruction for a period longer than the standard school day.</u>

<u>Extended School Year (ESY)</u>	<u>A provision for a special education student to receive Specialized Academic instruction and DIS services during ordinary school vacation periods.</u>
<u>Facilitated IEP</u>	<u>A group leadership process in which a trained individual helps keep the IEP discussion focused on your student and the education issues.</u>
<u>Family Educational Rights and Privacy Act (FERPA)</u>	<u>A federal law that regulates the management of student records and disclosure of information from those records, with its own administrative enforcement mechanism.</u>
<u>Free Appropriate Public Education (FAPE)</u>	<u>Special education and related services are provided to students with disabilities at public expense and under public supervision and direction at no cost to the student's parents.</u>
<u>Functional Analysis Assessment (FAA)</u>	<u>An evaluation process to understand the purpose, motivation, and correlates of challenging behavior(s) in order to develop a positive and appropriate Behavior Intervention Plan (BIP), instructional supports and services.</u>
<u>Functional Curriculum (Life Skills Curriculum)</u>	<u>A curriculum focused on practical life skills and usually taught in community-based settings with concrete materials that are a regular part of everyday life.</u>

<b><u>Goals and Objectives</u></b>	<b><u>A written component of an IEP: skills the student is expected to reasonably achieve in one year maximum (reviewed and re-evaluated by the IEP team at least annually).</u></b>
<b><u>Inclusion [or] Inclusive Education</u></b>	<b><u>A belief that every student is entitled to an instructional program that meets his or her individual needs and learning characteristics; a commitment to build and maintain an assured sense of belonging for all students, regardless of strengths or challenges.</u></b>
<b><u>Independent Educational Evaluation (IEE)</u></b>	<b><u>An independent evaluation of a student from a qualified person. Parents have the right to ask for and obtain an IEE if they disagree with the results of an assessment conducted by the school district. Any IEE must be considered at the IEP.</u></b>
<b><u>Individuals with Disabilities Education Act (IDEA)</u></b>	<b><u>Federal law that entitles students with disabilities to special education services.</u></b>
<b><u>Individualized Education Program (IEP)</u></b>	<b><u>The annually written record of an eligible individual's special education and related services, describing the unique educational needs of the student and the manner in which those educational needs will be met.</u></b>
<b><u>IEP Meeting</u></b>	<b><u>A gathering required at least annually under IDEA in which an IEP is developed for a student receiving special education.</u></b>

<b><u>IEP Team (Minimum Required Members)</u></b>	<b><u>Parent or legal Surrogate; Student, when necessary; one general education and one special education teacher both responsible for implementing the IEP; LEA representative qualified to provide/supervise provision of specialized instruction, knowledgeable about the general curriculum and the resources of the district. (CA law requires this be someone other than the child’s teacher); Person(s) who conducted assessment(s) or knowledgeable enough to explain/interpret the results; People with specific expertise or knowledge of the student. (Optional: Attorneys or advocates)</u></b>
<b><u>Individualized Family Service Plan (IFSP)</u></b>	<b><u>A written plan for providing early intervention services to an eligible child with a disability (from birth to 3rd birthday) and to the child’s family.</u></b>
<b><u>Insufficient</u></b>	<b><u>Not meeting the legal requirement of IDEA by failing to provide the necessary detailed information and evidence to support a Due Process Complaint.</u></b>
<b><u>Least Restrictive Environment (LRE)</u></b>	<b><u>A federal mandate stipulating that, to the maximum extent possible, students with disabilities be educated with their non-disabled peers.</u></b>
<b><u>Local Education Area (LEA)</u></b>	<b><u>A school district or Charter School responsible for providing special education.</u></b>
<b><u>Mainstreaming</u></b>	<b><u>This lay term doesn’t appear in law. It refers to IDEA’s preference for the education of every child in the least restrictive environment (LRE); most widely refers to participation of students with disabilities in general education, as opposed to segregated, classrooms.</u></b>

<u>Mediation (Mediation-Only)</u>	<u>A voluntary alternative dispute resolution (ADR) process that may be requested PRIOR to filing a Due Process Complaint. It is not a prerequisite to filing.</u>
<u>Mediation (Formal Due Process)</u>	<u>A voluntary alternative dispute resolution (ADR) process that may occur AFTER a Due Process Complaint is filed. Office of Administrative Hearing (OAH) provides mediators.</u>
<u>Modification</u>	<u>A change in curriculum or instruction that substantially alters the requirements of the class or its content standards or benchmarks.</u>
<u>Office for Civil Rights (OCR)</u>	<u>An agency of the federal government's executive branch within the Department of Education that is charged with enforcing a number of civil rights statutes including Section 504 of the Rehabilitation Act.</u>
<u>Office of Equal Opportunity (OEO)</u>	<u>An office within the CA Dept. of Education to advise the State Superintendent of Public Instruction, CDE staff, and the State Board of Education on legal matters to ensure equal, fair, and meaningful access to its employment and program services.</u>
<u>Office of Special Education Programs (OSEP)</u>	<u>An office within OSERS (see below) charged with assuring that the various states comply with IDEA.</u>

<p><u>Office of Special Education and Rehabilitati ve Services (OSERS)</u></p>	<p><u>An agency of the federal government’s executive branch within the Department of Education (DOE).</u></p>
<p><u>Parent Training and Information Center (PTI)</u></p>	<p><u>The designated agency that offers workshops and training on special education rights and responsibilities in a parent’s locale.</u></p>
<p><u>Placement</u></p>	<p><u>The unique combination of facilities, personnel, location or equipment necessary to provide instructional services to meet the goals as specified in the student’s IEP. placement is a set of services, not a location.</u></p>
<p><u>Prior Written Notice (PWN)</u></p>	<p><u>Prior written notice is a document sent at "a reasonable time" before the public agency proposes or refuses to initiate or change the identification, evaluation, educational placement, or the provision of FAPE..</u></p>
<p><u>Procedural Safeguards and Referral</u></p>	<p><u>An office of the CA Dept. of Education (CDE) that provides technical assistance and resources about procedural safeguards and educational rights of students with disabilities, from ages 3 up to 22nd birthday. Compliance Complaints are filed here.</u></p>

<p><u>Services</u> <u>(PSRS)</u></p>	
<p><u>Related</u> <u>Services</u> <u>[aka]</u> <u>Designated</u> <u>Instruction</u> <u>and</u> <u>Services</u> <u>(DIS) in CA</u></p>	<p><u>Services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, occupational therapy, physical therapy, speech and language therapy, mental health services, and medical care.</u></p>
<p><u>Resolution</u> <u>Session</u></p>	<p><u>A meeting mandated in IDEA 2004 as part of the Due Process Complaint process where parties attempt to resolve a dispute prior to proceeding to a Due Process Hearing.</u></p>
<p><u>Special</u> <u>Education</u> <u>(SPED)</u></p>	<p><u>Specially designed instruction, at no cost to parents, to meet the unique needs of an eligible individual, including the specially designed instruction conducted in schools, in the home, in hospitals and institutions, and in other settings. Special education provides a continuum of services in order to provide for the education needs of each eligible individual regardless of the nature or severity of the educational needs.</u></p>
<p><u>Special</u> <u>Education</u> <u>Local Plan</u> <u>Area</u> <u>(SELPA)</u></p>	<p><u>A consortium of LEAs, within a geographical service area, responsible for ensuring that every child eligible for special education receives appropriate services. Each SELPA's Local Plan, based on Federal and California law and regulations, describes how special education services are provided.</u></p>

<p><b><u>Sufficiency</u></b></p>	<p><b><u>Meeting the legal requirement of IDEA in providing the necessary detailed information and evidence to support a due process complaint.</u></b></p>
<p><b><u>Stay Put</u></b></p>	<p><b><u>The ruling that permits a student to remain in their current placement during any dispute concerning special education services.</u></b></p>
<p><b><u>Transition Plan</u></b></p>	<p><b><u>A plan to coordinate a set of activities that promote movement from school to post-school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition goals are determined by the IEP team beginning at least by age 16 and are based on student and family vision, preferences, and interests.</u></b></p>

## References

**(Click control + to follow the links)**

- <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
- [Early Intervention Services for Children Younger than 3 Years](#)
- [Individual Education Plan \(IEP\)](#)
- [Mainstreaming, Integration, Full Inclusion and Least Restrictive Environment](#)
- [Mediations and Due Process Hearings](#)
- [Overview of the IDEA in comparison to Section 504 of the Rehabilitation Act, the ADA and California Education Code](#)
- [Qualifying as a Child with a Disability](#)
- <https://sites.google.com/s/1gM4mCSMoEwWaR6rS6D0UjIziZNUQfkAX/p/1X38xJ2teQkKykOPCrI9mSOQtAlJE4c1k/edit> / Magnolia Student Services/Special Education Site
- [Special Education Defined](#)
- [Special Education Timelines for California](#)
- [What Is an Appropriate Education?](#)

## Cover Sheet

### Progress on Meeting Local Performance Indicators on the CA School Dashboard

**Section:** V. Information/Discussion Items  
**Item:** A. Progress on Meeting Local Performance Indicators on the  
CA School Dashboard  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Progress on Meeting Local Performance Indicators.pdf



Board Agenda Item #	V A: Information/Discussion Item
Date:	June 24, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard

### Proposed Board Recommendation

Information/Discussion Item. There is no requirement for the board to approve the schools' reports on meeting the local indicators.

### Background

State data is not available for some priority areas identified in the Local Control Funding Formula (LCFF) law. For these priority areas, the State Board of Education (SBE) approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators that apply to charter schools are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

Local educational agencies receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years. For example, on the local indicator for Implementing State Academic Standards (Priority 2), the local educational agency would receive a Met rating if it:

- Measures its progress on the local indicator based on locally available information, and
- Reports the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board, and
- Reports to stakeholders and the public through the Dashboard.

The following are the questions each LEA responds to in the CA School Dashboard to report their progress.

### ***Basic Services and Conditions (Priority 1)***

Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

### ***Implementation of State Academic Standards (Priority 2)***

The local educational agency is asked to summarize its progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools.

### ***Parent and Family Engagement (Priority 3)***

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

*School Climate (Priority 6)*

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

The local educational agency is asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

***Access to a Broad Course of Study (Priority 7)***

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

For more information on local indicators please refer to: <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

*Conclusion*

Our school leaders have used the self-reflection tools provided by the CDE to report out their evaluation of the progress the school makes towards meeting the local indicators in the five state priorities. The reports are attached for review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. Deadline for submission to the CDE is typically around November. Annually, as required by the Ed Code, this item will be on the same board agenda as the LCAP adoption in alignment with the LCAP development process so that our schools can share their progress publicly and meet their local indicators.

Budget Implications

N/A

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

To have the local indicator report as a public information item at the same meeting as the LCAP adoption is an LCFE requirement. An additional benefit is that schools can share their progress on meeting the local indicators with the public before submitting it to the CDE via the CA School Dashboard.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Local Indicators – Fall 2021 (one for each MPS)

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy	Mustafa Sahin Principal	msahin@magnoliapublicschools.org (818) 609-0507

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks****1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 builds 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. We use ParentSquare to communicate with students and parents. This has greatly improved our communication with all stakeholders. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance. The School holds periodic meetings to gather input from our families. These meetings include PTF

meetings, SSC and ELAC meetings and parent workshops including virtual parent staff meetings. The school also conducts a family 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.

### Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 provides resources to support student learning at home through multiple workshops such as parent college, Guiding Good Choices and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school. MSA 1's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. ParentSquare has also broken language barriers between staff and families through its automatic language translation.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5

Seeking Input	1	2	3	4	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review the school's LCAP and SARC reports and provide input for our administration team. The school also conducts a family 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.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-1 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions.

MSA-1 strives to improve our students' perceptions of school safety and connectedness.

In 2020-2021, 91.5% of our students participated in the survey and their responses provided an average approval rating of 84% on the eight topics of the survey, with a rating of 70% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

Facility-Our new building allowed for more classroom space. Teachers had their own classrooms and they did not have to share space with other teachers.

Quality of Food- Students' feedback allowed us to improve our school food choices.

Sports- We are now part of California interscholastic Federation (CIF) Sports League. This provided more athletic opportunities for our students to participate in sports and apply for scholarships.

Safety-We hired an additional security guard to monitor the hallways and the outside of the school.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1- MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

2-As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP English Lit, AP English Lang, AP Stats, AP Computer Science Principles, AP Biology, AP Spanish Lit, AP Spanish Lang, AP US Government, AP US History, AP World History, AP Studio Art 2D, AP Calculus A and B.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-1 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3- MSA-1 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4-MSA-1 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-1 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics and SEL programs, etc. as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded education experience to our students.

MSA-1 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	David Garner Principal	dgarner@magnoliapublicschools.org (818) 758-0300

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks****1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction which is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in ongoing professional development each year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. In addition to a focus on ELA/Literacy, math, and EL, MSA-2 also provides PD and supports our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 builds 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 greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connects with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, SSC meetings, ELAC meetings and parent workshops. The school also conducts a family 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. In addition, the school holds Coffee with the Principal meetings each Friday where all parents are invited to join school administration and support staff to discuss areas of importance for the parents, ask questions, provide feedback and gather as a community. Further, parents frequently serve on committees which include staff members and students where all stakeholder groups collaborate in planning events, including school dances and award assemblies.

Parents are also invited to attend assemblies which celebrate student academic excellence, behavioral improvement, outstanding attendance, and other accomplishments, as well as build school spirit and help the school take a stand against bullying. Further, parents are invited to attend school events which are a part of the Positive Behavioral Interventions and Supports (PBIS) system in which students compete in academic, athletic and creative problem-solving events. Parent stakeholders also participate in the PBIS committee which includes attending trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts events which promote a deeper understanding about cultures of families, including a Dia de los Muertos (Day of the Dead) event which included live music and art by students as well as traditional food which was prepared by families and staff members.

Parents also participate as chaperones for field trips where they support the supervision of students during off-campus educational experiences ranging from trips to the Los Angeles Zoo and the California Science Center to public and private universities. Furthermore, parents and families attend CIF sporting events where our students compete with local schools in after school competitive athletic events in sports including cross country, volleyball, soccer, and basketball. Beyond these opportunities, parents also enjoy attending other academic competitions which students participate in, including robotics tournaments and Academic Decathlon events.

During the Covid-19 physical closure of the schools, which took place during March 2020, MSA2 maintained all of the above methods virtually.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including stakeholder surveys, and we will make plans to expand upon the existing support and services provided in this area.

## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 provides resources to support student learning at home through multiple workshops such as parent college and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 2's communication system ParentSquare keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation and thus, facilitates communication across multiple linguistic and cultural backgrounds.

Parents also have the ability to check student grades in the school information system, Illuminate, as well as stay updated about student attendance in order to remain informed about their child's progress in a variety of areas. Moreover, parents receive daily phone calls from office staff members to verify student absences and gather useful information about areas of support which students may need when they return to school.

MPS Board meetings are open to MSA2 parents to attend, as the campus is open to the public during all Board and committee meetings. Additionally, parents are able to serve as MPS Board members where they vote on decisions which impact the budgets, operations, and decisions of all ten schools in the MPS charter management organization. Currently, an MSA2 parent serves as the only parent stakeholder on the MPS Board.

MSA2 has a Parent and Community Engagement (PACE) coordinator who facilitates parent training, including on topics related to social emotional learning and mental health support. Parents also are invited to attend workshops where English language courses are taught, and college readiness is presented. Parents also serve on the committee to review the School Safety Plan each year in addition to student and staff stakeholders prior to submitting the updated plan to the Magnolia Public School (MPS) Board for approval.

To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including stakeholder surveys, and we will make plans to expand upon the existing support and services provided in this area.

**Seeking Input for Decision Making**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Seeking Input</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5

Seeking Input	1	2	3	4	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review school goals, priorities and decisions being made which are included in the LCAP and provide input for our administration team. The school also conducts a family 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. To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including stakeholder surveys, and we will make plans to expand upon the existing support and services provided in this area.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA2 annually conducts a Panorama survey for students, parents and staff. We analyze results and share findings with stakeholders during LCAP information and feedback meetings and regular board meetings. We disaggregate results by grade and student group and also use open-ended questions to further understand stakeholder perceptions.

To help address previous survey concerns about bullying, MSA-2 launched a PBIS (Positive Behavioral Interventions and Supports) program last year in partnership with LACOE where students compete for positive recognition and team points for meeting behavior expectations. At the end of last school year, the house with the highest points went to Universal Studios as an incentive. For the second year, a parent and MPS Board member are on the PBIS team to support program implementation. Expectations are reinforced with weekly videos made by the ASB student government and are shared with students.

This year, we continued to expand upon athletic facilities for our PE program to incorporate more days on co-location facilities. In addition, to support social-emotional needs, we continue with a full-time psychologist and counselor.

To support school safety, we placed additional large banners in front of the school to help block visibility. We continue to implement monthly K9 safety visits to help increase safety. We installed expanded school surveillance cameras inside classrooms in collaboration with LAUSD LACOE and the MPS Board.

Family satisfaction rates remained relatively constant at 93%. The highest favorable rating for families was Climate of Support for Academic Learning, which remained 95%. The lowest approval area by families is Knowledge and Fairness of Discipline, which is 92%. The largest decrease for families is Safety, which showed a decrease of 3% yet still remained 93%.

Student average approval rates increased by 8% with an average overall school experience rate of 83%. Knowledge and Fairness of Discipline, Rules and Norms showed the greatest increase for students of 8%. Student averages also increased for Climate of Support for Academic Learning and Safety. The 63% approval for Sense of Belonging is the lowest topic for students, yet one of the highest percentage changes for students.

Staff survey results showed the most significant increase of all of the stakeholder groups for overall average approval ratings, which increased by 21% with an approval rating of 98%. The greatest increases for staff were safety and Sense of Belonging which increased 19%. The 81% satisfaction for safety is the lowest percent for staff, yet was the highest percent change for staff.

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-2 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-2 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

In addition to the survey process to gather stakeholder feedback which can be used to improve school climate, MSA2 also receives invaluable feedback from parents during regular Coffee with the Principal meetings, PTF, SSC, and ELAC meetings. Further, invaluable feedback is shared by students through the ASB Student Government which holds regular meetings to support school improvement across a variety of areas. Moreover, staff members provide insightful feedback through a variety of means, including during weekly staff meetings, as well as during grade level meetings, PBIS trainings, and MTSS meetings.

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional progress of students with IEPs are reviewed. Interventions are implemented which are geared toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

School administration holds meetings with home office support staff where data is reviewed from CAASPP, NWEA MAP, California Dashboard, Interim Assessment Blocks which focuses on performance levels of unduplicated student groups and students with exceptional needs and action plans are developed and monitored which hold MSA-2 accountable for the progress of all students in areas of academic standards, chronic absenteeism, college readiness, graduation rates, and other areas. This data is also shared with MSA2 staff members during staff PD meetings.

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings. Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for meeting or failing to meet goals related to MSA-2's success in this area. Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP English Language & Composition, AP Calculus AB, AP Spanish Language and Culture, AP Studio Art: 2-D Design.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 85% of our graduates completed courses that satisfy the UC/CSU requirements.

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Zekeriya Ocel Principal	zocel@magnoliapublicschools.org (310) 637-3806

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-3 has homeless and foster youth liaison. This position allows our families to receive SEL (Social Emotional Learning) support. MSA-3 has CWA to get hear from our parents about the concerns they have, and this allows us to check our practices in regards to academics and school operation. MSA-3 has several engagement opportunities for feedback and growth via social media accounts and school events to ensure our school community is cohesive and collaborative.

We have a variety of events( Honor Roll Assembly, Back to School night, Orientation, Parent Teacher Conferences, Open Houses ) and utilize our website and ParentSquare to ensure to communicate important updates, successes and any plans for improvement and change.

Our demographic is almost equally split between African American and Latino populations. We try to ensure we are inclusive of all genders, races, ethnicities, and cultures. Being 100% inclusive takes time but MSA-3 is 100% invested in making a mark of cohesion at all parts of our school's staff, families and students!

One area of improvement is Climate of Support. MSA-3 admin and staff will increase support of families through;

- 1) various modes like getting feedback surveys.
- 2) informing parents more of volunteer opportunities.
- 3) including data points for Academic and Behavior during parent meetings to better drive the school operations.

## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

## Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-3 is investing more to improve students' test taking skills, along with professional development on classroom management. We also invest in more college counselors to ensure all of our students finish high school and get college acceptances. College Career Indicator turned to "green" with substantial A-G completion as well as SBAC proficiency.

We spend a lot of focus on home visits and getting our staff familiar with the student's families. Building a bond and a connection of trust is the most effective way to improve engagement.

One area of improvement is Climate of Support for our students. MSA-3 admin and staff will increase support of families through;

- 1) Student Led academic engagement meeting academic challenges using UDL support model.,
- 2) providing continued SEL support by using our MTSS Model.
- 3) acknowledging and celebrating student success each quarter.

## Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Monthly, we have a meeting called PAC/Coffee with the Admin so parents can stop in and have a meet and greet or voice concerns and recommend new items to make the school more efficient.  
MSA-3 will continue to focus on well planned SSC and ELAC meetings to involve underrepresented groups.  
MSA-3 has adjusted Coffee with the Admin on a monthly basis to provide comprehensive data points for academics and behavior.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

There was a positive increase with students, staff and families with approval rates. The students' rates increased 13 points. The staff approval rates increased 20 points and the families approval rates increased 9 points. Areas that were addressed and were strengths were positive programs, conducting staff surveys and addressing academic concerns such as grading policies and academic concerns. These programs contributed to the success because the decisions were based on school data, statewide data and social emotional data. 98% of families believe that staff treats them with respect. 97% of the staff believe that personnel are involved in school wide decisions. 88% of students believe that teachers give them a chance to participate in class discussions.

Routines and expectations are clear in how to meet parents' needs and concerns. All staff is knowledgeable on how to provide help in all areas.

MSA-3 will maintain the success by engaging with the community and outside organization to bring improved programs.

Admin will continue to work collaboratively with the stakeholders (students, teachers, MPS Home office and Board) and seek input from the stakeholders to make informed decisions.

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.

The 47% of teachers who responded favorably to having close professional relationships with one another may be lower than expected due to Distance Learning and teachers not feeling they were able to collaborate as much as they would usually be able to in person. With new teachers added this year, teachers may not feel as close to them because they have not yet had the chance to meet one another aside from zoom staff meetings. The team hopes to coordinate more team-building activities as well as consistently scheduled grade-level and department collaboration sessions.

Tier 1, 2, & 3 behaviors and staff-managed, office-managed steps will be refreshed school-wide. To increase transparency with discipline issues, clear communication will be provided to teachers outlining the steps taken for situations.

Parents gave a rating of 91% (lowest in all areas of approval rates) to staff responding to my needs. Admin will go over procedures with staff members to ensure emails are responded to within a timely manner (within 48 hrs). In order for teachers to be proactive and to establish communication with parents, teachers will be asked to reach out to parents of students who are at-risk of failing at least two weeks prior to progress report closing dates.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1.MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-3 strives to offer a well-rounded education to our students.

MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

2.As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student needs and interests. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World, AP Computer Science, AP English Lit, AP Statistics, AP Spanish, AP Environmental Science.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-3 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-3 had a one-year cohort graduation rate of 100% last year where 75% of our graduates completed courses that satisfy the UC/CSU requirements.

3.MSA-3 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4.MSA-3 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc.,as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-3 will make the best use of its resources to provide a well-rounded education experience to our students.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Musa Avsar Principal	mavsar@magnoliapublicschools.org 310-473-2464

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-4 uses an annual survey to measure how we are meeting the needs of our families in this area. We also conduct home visits to reach out to our parents to receive real-time feedback from them. We have increased our home visit rate during the 2020-21 school year. Home visits have provided us with greater insight as to how to support our students and what might be shaping their perspectives around learning.

MSA-4 has a Parent College program coordinator. Our Parent College program coordinator has served as an informational resource to parents concerning school programs, services, attendance issues, and other matters. With the implementation of the Parent College program, we provided information concerning related activities as well as encouraging parent participation in various school and community programs and services.

The Parent College coordinator has organized Parent College to expose our families to experiences and information that is usually not easily accessible to underserved families.

Furthermore, we have improved our communication lines for our parents and families to keep in touch with our school. We effectively utilized ParentSquare and Remind application to inform our parents about our education programs.

Lastly, we have regularly held parent involvement activities such as Coffee with the Admin, Parent Advisory Committee (PAC)/Parent Task Force Meetings (PTF), ELAC meetings, School Site Council meetings, Open Houses, Back to School Night, Parent/Teacher Conferences, and virtual parent information meetings to keep the parents informed about our school programs and receive feedback from them.

## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

## Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-4 offers Parent College to our families. This program is designed to support our families as they learn about pathways to college and career readiness. This program also addresses advocacy and informs them of their rights.

MSA-4's Admin works to engage our school community in advocacy and learning more about our rights. There is also access to information and resources by way of monthly SSC and PAC/PTF meetings. MSA 4's communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages, and voicemail.

A focus area of improvement is to get more participation from parents. We will organize more parent activities according to the feedback that our parents provided during the 2020-2021 school year.

## Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-4 provides numerous opportunities for all stakeholders to be a part of the decision-making process. Parents have active decision-making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC), and in the PAC/Parent Task Force (PTF) meetings.

In addition, we utilize the annual CORE Districts survey. All of our stakeholders are able to provide feedback on our educational practices by completing the survey in the spring. We analyze the survey results and share them and findings with our stakeholders during the meeting for further discussion to determine strategies for improvement.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-4 annually conducts the CORE Districts survey instrument to students in grades 9-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-4 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-4 strives to improve our students' perceptions of school safety and connectedness.

In 2020-21, MSA-4 has observed an increase in the area of our overall approval rating with all stakeholder groups.

In 2020-21, 96.9% of our students participated in the survey and their responses provided an average approval rating of 79.0%% on the four topics of the survey, with a rating of 88% on Topic 1 (The climate of Support for Academic Learning) and a rating of 82% on Topic 2 (Knowledge and Fairness of Discipline, Rules, and Norms), and a rating of 76% on Topic 3 (Safety) and a rating 63% Topic 4 (Sense of Belonging), and 91% answered positively to the question, "Overall, I am satisfied and would recommend this school to other students."

Sense of belonging is the category with the lowest approval rate. The sense of belonging to school can be described as the perception of students as individuals, respecting their existence, and supporting them in the social environment of the school.

A low sense of belonging to the school, unfortunately, translates as low attendance, low preparation for school, and low levels of obedience to school and classroom rules. From this viewpoint, the sense of belonging to school is the single most important topic that we will address as the greatest need for improvement for the next school year as it directly affects the other survey topic.

We are implementing the following strategies to improve the sense of belonging among our students:

1. Involving all stakeholders to create community norms.
2. Listening to students and teachers to share their experiences of feeling uncertain about their belonging to the school.
3. Emphasizing common purposes and ideals.
4. Organizing more professional development around culturally responsive teaching.
5. Organizing more community-building activities and involving students in the process.
6. Implementing more cooperative learning activities in which classrooms work together to achieve a common purpose.
7. Cultivating respectful, supportive relationships among students, teachers, and parents.

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-4 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-4 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules, and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey, students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. MSA-4 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-4 strives to offer a well-rounded education to our students.

MSA-4 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

2. As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include English Language and Composition, Spanish Language and Culture, Statistics, and World History (Modern).

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-4 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-4 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3. MSA-4 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. MSA-4 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-4 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-4 will make the best use of its resources to provide a well-rounded education experience to our students.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka Principal	bplonka@magnoliapublicschools.org (818) 705-5676

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks****1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	5
Next Generation Science Standards					5
History-Social Science					

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, Math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, Math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career and Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-5 has continued to implement new strategies to improve building relationships with their stakeholders. They do this by creating many opportunities for stakeholders to be involved with the school. These opportunities are, Coffee with the Admin, PAC/Parent Task Force Meetings, Open House/Back to School, Parent/Teacher Conferences, Home Visits, Fundraising Activities, Assemblies to just name a few.

MSA-5 has implemented a partnership with the Tarzana Treatment Center which is serving as an informational resource to parents, students, staff and others concerning social issues that support the child. Also, MSA-5 utilizes a program that shares on school programs, services, attendance issues and other matters, programs and services.

MSA-5 is still focusing on getting more stakeholders, including underrepresented families, to participate in opportunities on and off campus. MSA-5 intends on offering events at different times of the day, continuing our Parent College program, and making virtual and in person home visits to those that have difficulty coming to the school in order to involve our community.

### Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Currently, MSA-5 has a Parent Awareness program, which is open to all Stakeholders to attend, that teaches stakeholders on how to have successful outcomes from school. Also MSA-5, has a in person and virtual home visit program where staff go after school to students' homes or virtually through zoom to meet with parents/guardians to discuss student progress, school updates, and listens to parents' questions and comments.

A focus area of improvement is to get more participation from parents and to offer more workshops for stakeholders to attend to be better informed of information pertaining to MSA-5.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-5 provides many opportunities for all stakeholders to be a part of the decision making process. MSA-5 has SSC, ELAC, PAC/Parent Task Force (PTF), Student Council, Coffee with Admin (Parents), Hot Chocolate with Admin (students) to discuss current and future programs with all stakeholders, review plans, and receive input on what stakeholders would like to see for the school.

A focus area for improvement would be to obtain consistent attendance on behalf of the parents and have more events outside the school grounds to better connect with the community.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-5 annually conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-5 disaggregates the results by grade and student group and also uses open-ended questions to

further understand students' perceptions. MSA-5 strives to improve our students' perceptions of school safety and connectedness.

In 2020-21, 98% of our students participated in the survey and their responses provided an average approval rating of 76% on the four topics of the survey, with a high rating of 86% on Climate of Support for Academic Learning and our lowest rating of 67% on Sense of Belonging / School Connectedness, which was an 9% growth from the previous year.

We will continue to push to have a high level of participation while implementing the same strategies that helped our survey data improve amongst students and work with our students, families, and staff to improve the areas where the data was not as strong as the other topic areas.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. MSA-5 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-5 strives to offer a well-rounded education to our students.

MSA-5 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

2. As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELLs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.). In addition, every student has access to a computer in class in order to utilize instructional softwares such as myON, StudySync, Khan Academy, Illuminate, etc.

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, AP World History, and AP Computer Science Principles. Moreover, high school students are assisted to enroll dual enrollment classes through Los Angeles Mission and Pierce Colleges.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-5 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

3. MSA-5 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. MSA-5 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-5 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-5 will make the best use of its resources to provide a well-rounded education experience to our students.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi Principal	jterzi@magnoliapublicschools.org (310) 842-8555

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks****1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language	1				

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community. We have been sending staff member(s) to trainings to help increase positive relationships, particularly the PBIS training that has been offered by Los Angeles County of Education. This was the first year that we attended this training and are planning to continue to implement and develop our PBIS system. Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo, Twitter, Facebook and Illuminate (our SIS system). Also, our school website is always up to date to keep all stakeholders posted.

For face to face meetings, we have an open door policy where parents are able to join our School Site Council Meetings (SSC), English Language Advisory Committee (ELAC), our Parent Advisory Committee (PAC)/Parent Task Force (PTF) meetings, Title I meetings, and our Coffee with the Principal meetings. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. We always have one bilingual staff member who provides translation in these meetings. As an added way of building relationships with families, we have fun activities like Back to School BBQ, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

## Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcomes as well. Some of the professional development opportunities that our teachers have taken are the: The LACOE induction program (beginning teacher program), CUE conference (for technology), CAHPERD (California Association for Health, Physical Education, Recreation and Dance) conference, administrative degrees, and master degrees in education. As a result from these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.

Teachers also have the opportunity to build relationships with parents and their child(ren) by enrolling in a course, "Parent College," and going through a curriculum that helps parents become more familiar with the education sector. The topics that are included in this program are; Common Core State standards, high school readiness, college applications, grants, enrollment, statistics, testing, extra-curricular activities...etc. At the end of the curriculum, the parents who attend every session graduate from the Parent College course, where we have a ceremony just like how

we do for our culminating 8th graders. Lastly, per our charter petition, we do “Home Visits” throughout the school year. Every year we try to hit our target of meeting the home visit goal. The goal is visiting min. 25% of our school’s population, which is usually around 40 families. This is where we are able to go over to families’ homes, chat with them, and bond with them to help increase the sense of belonging at our school.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-6 encourages all families to be a part of the decision making process. Some of the meetings that we have are the SSC meetings, ELAC meetings, PTF meetings, and Coffee with the Principal meetings. Throughout the year, we have at least four of these meetings in order to help create a bond between our families and the school. During these meetings, an agenda is created to hear the opinions of our stakeholders. Beyond the meetings and since we have an open-door policy, we have parents coming to our school to speak and share their concerns, or praise, about our school. For each meeting, we have a bilingual staff member to provide translation. Lastly, we have a stakeholder survey that we provide twice a year. This is an extensive survey that gives students, parents, and staff members a voice on how the school is doing. The survey looks at many aspects of the school such as, sense of belonging, academics, safety, etc. After the survey has been completed, an analysis of the answers are given to the school administration in order to help improve on things we need to improve on and to recognize and identify some of the successes that we have had as a school. We share the survey results with all stakeholders during staff and parent meetings.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-6 annually conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-6 strives to improve our students' perceptions of school safety and connectedness.

In 2020-21, 98.8% of our students participated in the survey.

Climate of Support for Academic Learning

87

80th - 99th

+10

Knowledge and Fairness of Discipline, Rules and Norms

81

80th - 99th

+15

Safety

69

(new set of questions therefore difficult to have a percentile)

0

Sense of Belonging (School Connectedness)

71

80th - 99th

+8

Cleanliness of the restroom (facilities) - this is from the previous years and we have already taken action about this and have contracted with a professional cleaning company. Two custodians will be regularly cleaning the campus, daily.

Facility improvement - We have budgeted some funds and have already started the improvements. We will have to negotiate with the landlord, the church administration, for bigger projects like the HVAC systems/filters.

SPED/EL support - We were able to hire a full-time SpED teacher and two teacher aides. These aides will specifically focus on these two subgroups and we are looking to renew them for next year to strengthen our team and support for our students.

Electives - Based on our enrollment and budget, we will look into some electives such as computer, foreign language, etc.

More variety in our clubs - We will do our best to have our teachers run clubs that satisfy the needs of the students. We will try to do a survey and meet the needs of the students. We are considering having partnerships with organizations to bring art and music to our school.

Equity and inclusion classes - This year we had PDs regarding culturally responsive teaching. This PD helps with our teachers to empathize with our students who are going through difficult times, who are from different cultures, who need coaching rather than disciplining, etc.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

2. As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

3. MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

4. MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready. In an effort to provide a more well-

rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Meagan Wittek Principal	mwwittek@magnoliapublicschools.org (818) 886-0585

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	1

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language	1				

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to EL students by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. EL students have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, and Visual and Performing Arts. Staff members also trained on Social Emotional Learning (SEL) supports and Positive Behavior Interventions and Supports (PBIS) for students.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-7 has a bilingual School Culture Coordinator. This position allows for our school and families to build relationships within our community as she assists with parent meetings, school events, newsletters and the home visit program. We are looking to add a part-time Parent and Community Engagement (PACE) Coordinator for the upcoming school year to increase our effectiveness in this area even more. MSA-7 has SSC meetings (4 times per year), PAC/PTF meetings (8 times per year), ELAC meetings (4 times per year) and Coffee with the Admin (4 times per year). In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. We have social media accounts on Facebook and Twitter, a monthly bilingual school newsletter and multiple classroom mobile apps for our families. We also use Parent Square as a school-wide means of communication to

our families which is set up in their preferred language. Our annual gatherings with parents such as Parent Orientation, Back to School Night, Fall/Spring Parent teacher conferences, Open House/STEAM Expo, Fall Festival, Literacy Night and PTF organized Family Social nights help increase the school to home communication. Although we were not able to conduct as many of these events this year as usual due to the school closures caused by COVID-19, we still held many of them virtually. We have also prioritized funding for the upcoming school year for staff PD in the areas of Culturally Responsive Teaching and Implicit Bias.

### Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

To better support our parents, in addition to the meetings shared above, we have Student Success Planning Team Meetings (SSPT), Academic Support Meetings, ELD Coordinator Meetings and IEP meetings with the students and their parents. During these meetings, the students' individualized needs are discussed and improvement plans are prepared collaboratively. In addition to these supports, MSA-7 held multiple parent workshops during the 2020-21 school year. We were able to partner with community organizations in order to provide parents with training on parenting strategies, academic support, self-care and how to advocate for their students' needs effectively. We have also prioritized funding for the upcoming school year for staff PD in the areas of Culturally Responsive Teaching and Implicit Bias.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-7 provides many opportunities for all stakeholders to be a part of the decision making process. Parents have active decision making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC) and in the PAC/Parent Task Force (PTF) meetings. During these meetings, current and future programs are discussed with all stakeholders, school-wide plans are reviewed, and we receive input on what stakeholders would like to see for the school. We value our stakeholders and are using their feedback to strengthen our programs in the upcoming school year. In addition to the annual Panorama Stakeholder Surveys, we ask LCAP planning needs assessment surveys to the parents, staff members and to the students. Parents have active decision making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC) and in the PAC/Parent Task Force (PTF) meetings. To increase the efficiency and engagement of being part of these committees we implemented training sessions during the first of these committee meetings this school year. We do still struggle with attendance at many of these meetings and have tried several different day and time options to try and find which works best for our families.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-7 annually conducts the CORE Districts survey instrument to students in grades 3-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our

findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and school connectedness.

In 2020-21, 92.3% of our 3rd to 5th grade students participated in the survey and their responses provided an average approval rating of 79% on the four topics of the survey, with a rating of 80% on Topic 1 (Climate of Academic support) and a rating of 84% on Topic 2 (Knowledge and fairness of Discipline), and a rating of 74% on Topic 3 (Safety) and a rating 77% Topic 4 (Sense of Belonging), whereas 87% answered positively to the question, "Overall, I am satisfied and would recommend this school to other students."

The changes in average approval rates from Spring 2020 to Spring 2021 were up for all three stakeholder categories with an increase of 7 points for students (74% to 81%), 1 point for families (98% to 99%), and 4 points for staff (93% to 97%).

One highlight from the student surveys is the approval rating for Safety increased 12 points since last year. The topics with the highest approval rates were Climate of Support for Academic Learning (80%) and Knowledge and Fairness of Discipline, Rules and Norms (84%); and the lowest approval ratings were for Safety (74%) and Sense of Belonging: School Connectedness (77%).

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.

After analyzing all stakeholder surveys we identified the biggest areas of concern and will put an action plan in place to address these concerns. The areas include, playground and facility improvements, lack of resources for non-IEP students, drop-off procedures, bullying, and more enrichment programs needed such as art, science, and sports.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and

science) and non-core subject areas such PE, Health, and Art are offered aligned with our charter petition and graduation requirements. Our students with disabilities have access to all general education curriculum and programs with RSP support as indicated in their IEPs. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

2. As evidenced by our master schedule, after school club forms, class rosters, student schedules and transcripts, 100% of our students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and specials as outlined in our charter petition such as Computer, PE/Health, and Life Skills (Character Education). We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.) We provide students with opportunities to participate in Enrichment Programs based on student needs and interests.

3. MSA-7 provides access to a college and career awareness, STEAM focused broad course of study for all our students.

4. MSA-7 will continue to provide access to a college and career week to develop and motivate students to be college and career ready. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional non core subject programs to bring awareness to college and career readiness, health and physical education, diverse arts programs, sports programs, character education, and SEL programs, etc. In addition, we will continue to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded educational experience for our students.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Jason Hernandez Principal	jhernandez@magnoliapublicschools.org 323-826-3925

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year in areas such as:

1. Common Core ELA/Literacy, math
2. Supports and Intervention for Students with Disabilities, especially Universal Design for Learning (UDL)
3. ELD Standards and integration of ELD standards into content areas
4. Training for the CHYA health science curriculum
5. MTSS and PBIS

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The pandemic has created many positive opportunities to enhance learning, but it has also created barriers such as connectivity, academic program uncertainty, etc. MSA Bell's leadership and learning community are very resilient and ready to adapt to the challenges of tomorrow through an Agile Decision-making Approach.

Upon review of the stakeholder survey, the ability to connect virtual versus full in-person instruction has been changed for all. MSA Bell will continue to provide counseling and training to support the SEL component through the usage of resources such as school personnel and Zones of Regulations. For the start of the 2021-22 school year, a more extensive plan will be developed to support the return of students to campus.

## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The following are strengths as identified by each stakeholder group:

1. Students: Supportive staff with many resources available; Fair and Respectful treatment of everyone; School facilities
2. Families: Staff is supportive of family needs; Rigorous instruction; Communication through ParentSquare
3. Staff: Welcoming environment and supportive; Collaborative spirit among staff; Availability of resources to support learning

Connection is a hallmark of MSA Bell, across all stakeholders the value and importance of connecting and building relationships are essential. MSA Bell team will continue to adapt to the needs of the community to ensure this continues, especially as students transition to a hybrid. MSA Bell has an array of resources that are available to enhance learning. Leadership will continue to create messaging and training for all stakeholders to fully utilize the resources available.

The following are needs as identified by each stakeholder group:

1. Students: Remote learning and the pace of instruction; Amount of student work; Pre-pandemic issues related to middle school such as uniform, bullying, etc.
2. Families: Accessibility and availability of office hours and staff; Pre-pandemic issues such as traffic, outside environment

3. Staff: Additional workload due to Distance Learning; Lack of physical interaction with students that diminishes accountability; Need for culture building across all stakeholders

There are a couple of pre-pandemic issues that resonate with middle school experience, although it has been more than a year since students and teachers have set foot on campus. Some of these issues include traffic and bullying (social media and COVID), these will need to be monitored closely, especially as the school returns to a hybrid format. The remote environment has increased the urgency to educate families with the tools and available resources to fully take advantage of the available opportunities.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as PAC meetings, School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, and family workshops/conferences with a focus on the whole child development. Furthermore, the administration and support staff are visible and approachable. This ensures safety is a priority and concerns are addressed in a timely manner.

Although various opportunities are provided to engage in the learning community, the pandemic has made it a challenge for families to take on additional responsibilities/availability. Leadership is working to build student and family capacity to fully comprehend and utilize the resources that are available to enhance learning. Such resources include ParentSquare, Paper, Surveys, etc. An additional area of focus is to build technology partnerships with the community to provide families with resources such as technology education, low-cost internet, and computers to assist with the changing educational landscape.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Traditionally, MSA Bell conducts a school climate survey every year during the early spring through Panorama. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement. Throughout the document, many references have been made to the various components of the survey. This portion will be dedicated to the free responses from our stakeholders.

The following are strengths as identified by each stakeholder group:

- Students: Supportive staff with many resources available; Fair and Respectful treatment of everyone; School facilities
- Families: Staff is supportive of family needs; Rigorous instruction; Communication through ParentSquare
- Staff: Welcoming environment and supportive; Collaborative spirit among staff; Availability of resources to support learning

Connection is a hallmark of MSA Bell, across all stakeholders the value and importance of connecting and building relationships are essential. MSA Bell team will continue to adapt to the needs of the community to ensure this continues, especially as students transition to a hybrid.

MSA Bell has an array of resources that are available to enhance learning. Leadership will continue to create messaging and training for all stakeholders to fully utilize the resources available.

The following are needs as identified by each stakeholder group:

- Students: Remote learning and the pace of instruction; Amount of student work; Pre-pandemic issues related to middle school such as uniform, bullying, etc.
- Families: Accessibility and availability of office hours and staff; Pre-pandemic issues such as traffic, outside environment
- Staff: Additional workload due to Distance Learning; Lack of physical interaction with students that diminishes accountability; Need for culture building across all stakeholders

There are a couple of pre-pandemic issues that resonate with middle school experience, although it has been more than a year since students and teachers have set foot on campus. Some of these issues include traffic and bullying (social media and COVID), these will need to be monitored closely, especially as the school returns to a hybrid format. The ability to access staff through office hours or hours of operation has been a challenge. The pandemic has shifted the office of operation to ensure COVID mitigating factors are in place such as schedule through appointments, health screening, and limiting operation hours. As Los Angeles county transitions to less restrictive

tiers, so do the operating hours and support for families.

Here are some other factors that are being explored and implemented to ensure a rigorous academic program that adapts to the needs of the community:

- Increase tele-outreach to support in various areas such as the transition to hybrid, and educate with online tools such as Illuminate and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated task force members to highlight and solicit information about reopening, to be part of the decision-making process.
- As students return, opportunities to increase student-to-student interactions will be explored further through professional development.
- As students return to campus, the instructional staff will focus on reviewing and adjusting the school-wide expectation matrix to continue to align with our PBIS goals.
- Explore communication inhibiting factors

Findings have been shared with various stakeholders through various meetings/informational sessions.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. MSA Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Bell strives to offer a well-rounded education to our students. Furthermore, MSA Bell support staff responsibilities shifted due to the pandemic to ensure connectivity to school. This included phone outreach to determine student needs such as Hot Spots for Internet, Chromebook, or providing technical support to ensure connectivity to classes and the available platforms. All technology is managed and monitored to ensure appropriate usage and inventory.

2. As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and

science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services being dependent on student need and interest. For example, we provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.) All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. The Learning Management System provides teachers with resources to monitor academic progress and tips to connect with students. Mentorship is monitored through the LMS to ensure every child has an adult connection on campus. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or world language courses (Spanish 1 and 2) that would earn credit towards their high school pathway.

3. MSA Bell has executed extensive plans to ensure and provide ongoing connectivity. The major hindrance impacting student connection is the inability to form a personal connection in the virtual environment versus in-person. The pandemic has led to the monitoring of various data points that identifies our neediest students and extensive plans have been generated to connect or reconnect students and families. These plans include, but not limited to, home visits, conferences and follow-ups, creation of personalized scheduled, support to connect to the various platforms, etc.

4. The following is a list of strategies and actions that are being reviewed for implementation/execution. Some of these plans are currently in action and will be adjusted to continually enhance positive student outcomes.

- Increase tele-outreach to support in various areas such as the transition to hybrid, and educate with online tools such as Illuminate and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated task force members to highlight and solicit information about reopening, to be part of the decision-making process.
- As students return, opportunities to increase student-to-student interactions will be explored further through professional development.
- As students return to campus, the instructional staff will focus on reviewing and adjusting the school-wide expectation matrix to continue to align with our PBIS goals.
- Explore communication inhibiting factors

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy-San Diego	Gokhan Serce Principal	gserce@magnoliapublicschools.org (619) 644-1300

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks****1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS and Personalized PD. Due to Covid-19 school closures we have also provided additional PD to provide a successful distance Learning.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and student led conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance. The School holds periodic meetings to gather input from our families. These

meetings include PAC/PTF meetings, SSC meetings, ELAC Meetings, coffee with the principal meetings and parent workshops. The school also conducts a family 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.

### Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also student specific feedback and resources given to parents during home visits, student-led conferences and parent meetings.

MSA San Diego's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation. Finally our teachers use Kickboard positive behavior point system and Illuminate SIS to share student success and progress both academically and socially-emotionally on a daily basis. We continued to utilize the same resources during the Distance Learning.

### Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PAC/PTF meetings, SSC meetings, MTSS meetings, coffee with principal meetings and Local Governance Community meetings. During these meetings parents have the opportunity to review the school's draft budget, MTSS plan, LCAP, WASC, Health and Wellness plan, Safety plan and provide input for our administration team. The school also conducts a family 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.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

MSA-San Diego annually conducts the CORE Districts survey instruments to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information, feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.

In 2020-21, 94.7 % of our students participated in the survey and their responses provided an average approval rating of 76% on the eight topics of the survey., with a rating of 75% on Topic 3 (Safety) and a rating of 65% on Topic 4 (Sense of Belonging / School Connectedness). Our approval rating, Safety rating, and sense of belonging rate for students increased significantly compared to last year. Our student approval rates increased 14% from the past school year. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, daily advisory ZOR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. One of our goals for our students is to provide a learning environment where students learn skills to become independent learners. Based on student survey results the highest approval rates are "overall school experience" 89% favorable and "Climate of Support for Academic Learning" 82% favorable. These results attest that we are on the right path focusing the whole child. 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 MSA San Diego leadership's guidance, coaching and efforts to adjust to the educational landscape that had many changes.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to all of our students.

2. As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We also offer honors math classes in each grade.

3. MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all of our the students.

4. MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students are equipped with necessary tools to graduate college and become career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, study Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips,, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to all of our students.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskindurk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	0	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 25 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-Santa Ana has also provided PD and supported our teachers on NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Based on our surveys given to our families, staff, and students, we have added additional meetings with parents such as Second Cup of Coffee with the Principal, Parent Check-ins, Parent College; these are added to our regular SSC, PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter), Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software, which allows us to communicate with our families without language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent-teacher conferences, Open House, Home visits, and grade-level informational meetings. Fall/ Winter, Cinco de Mayo festivals, and volunteer appreciation day.

## Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths are PAC/Coffee with Admin meetings. This is an opportunity to introduce MTSS support for SEL to the parents. Parent College and third party partnerships like Parent Union, Milan Teen Project, and Olive Crest parenting classes. Grade level college counseling meetings with our parents and students for supporting and informing parents and students for University going culture. For example, 8th grade high school transition meeting, college signing day, FAFSA meetings. As we establish our parent outreach and provide meetings to involve all our families, building Parent attendance is a focus for us.

## Seeking Input for Decision Making

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5

Seeking Input	1	2	3	4	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

We value our stakeholders and are using their feedback to strengthen the upcoming school year. Schoolwide instant surveys from staff provide input for a positive and supportive school climate. Parent check-in meetings allow for decision making to become ongoing. Surveys are designed to support all academics, behavioral, and social-emotional needs of the whole child.

**School Climate (LCFF Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
- USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

**GLOWS**

We are very proud of the fact that we went up in stakeholder happiness. The one thing that was repeated over and over is the satisfaction with and love of the teachers by both the students and the families. Another success is the communication this year between all stakeholders. It is very important to us to keep building the relationships between school and home - being transparent and supportive to our teachers who in turn, are supportive of the students. We would like to build on the positive environment that we have nurtured this year by collaborating with the teachers more and showing them that they are being heard and focusing on PBIS structures.

**GROWS**

The Elementary students like least the food and not having enough area to play or a permanent playground. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage. In addition, all students dislike not maintaining teacher retainment.

**SUGGESTIONS**

The Elementary students suggested that we offer better food and more sports. The Secondary students suggested better food, grass field (soccer), water fountain outside, and having more sports because of our brand new gym.

Additionally, the students suggested that we revisit our teacher contracts because they would not like to see any teacher leaving in the middle of the year.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.

2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs, and services are dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support, and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

3) MSA-Santa Ana provides access to a college-preparatory, STEAM-focused broad course of study for all our students.

4) MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready. In an effort to provide more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.

# Cover Sheet

## Academic Update

**Section:** V. Information/Discussion Items  
**Item:** B. Academic Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Academic Department Updates June 2020.pdf



Board Agenda Item #	V B: Information/Discussion Item
Date:	June 24, 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.

- Graduation and Promotion Events
- College Acceptances
- Summer School
- NWEA MAP Assessment Results - Fall 2020 to Spring 2021 growth

### **Attachments**

1. Slide deck for Academic Updates



# ACADEMIC DEPARTMENT UPDATES

MPS Board Meeting - June 24, 2021



# Updates

- ❏ Graduation and Promotion Events
- ❏ College Acceptances
- ❏ Summer School
- ❏ NWEA MAP Assessment Results - Fall 2020 to Spring 2021 growth

CONGRATULATIONS CLASS OF

2021

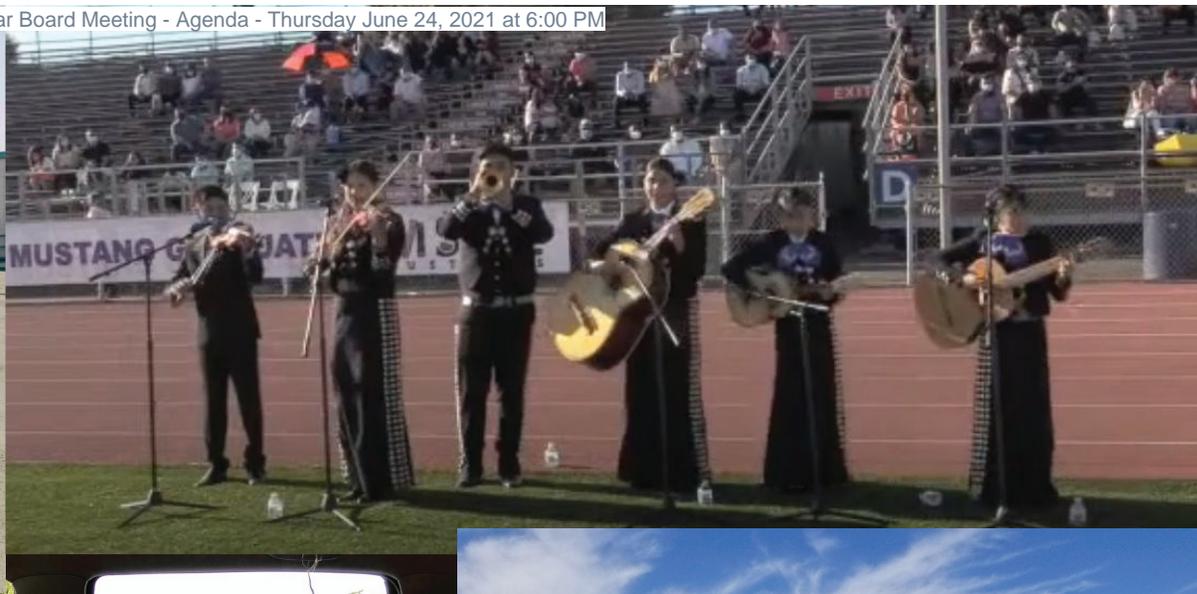
Graduations &  
Promotions

#MPSGrad

*Special thanks to MPS Board Members taking the time, energy and funds to be make our moments even more memorable.*

- ❑ 227 High School Students
- ❑ 735 Middle School Students
- ❑ 114 Elementary School Students





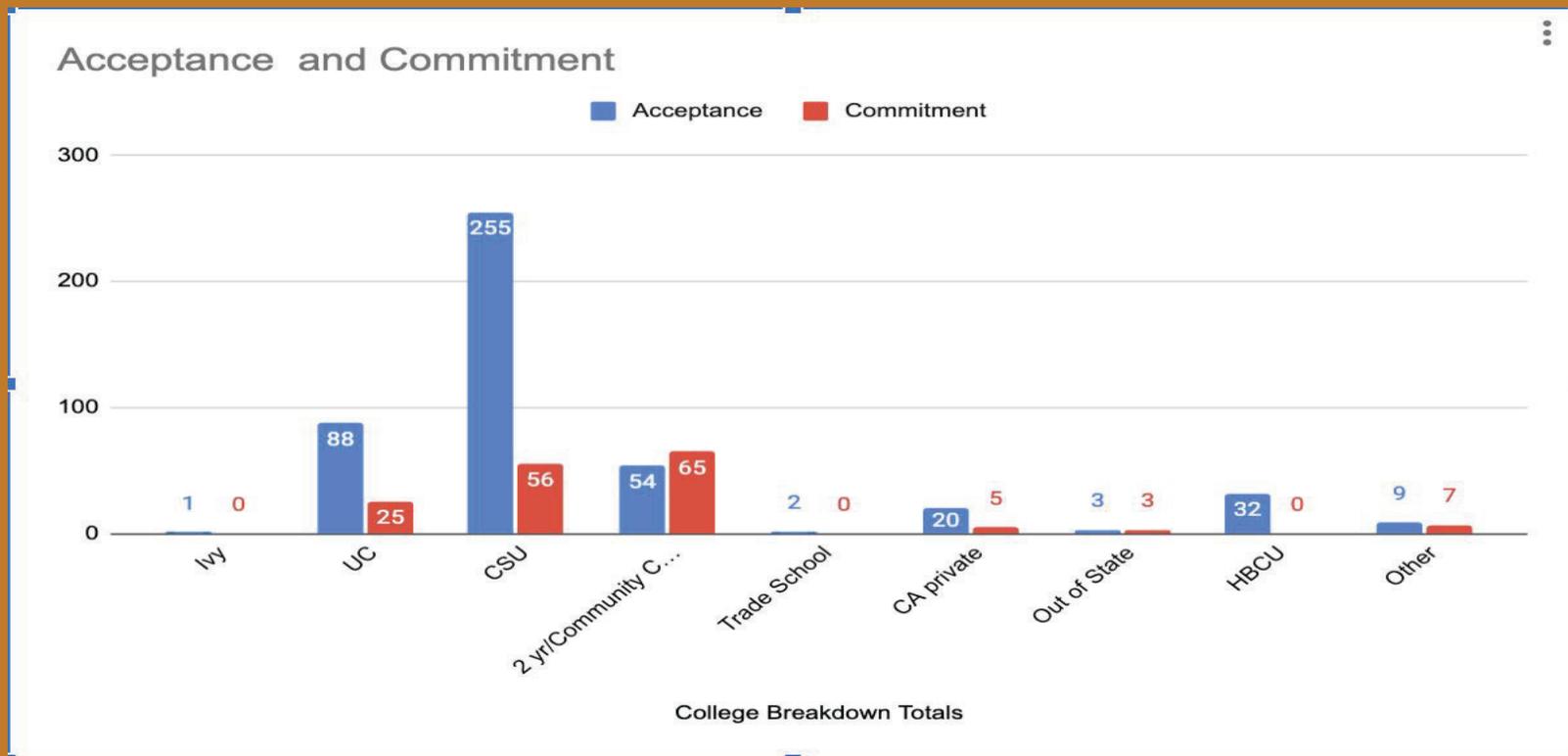


# College Data

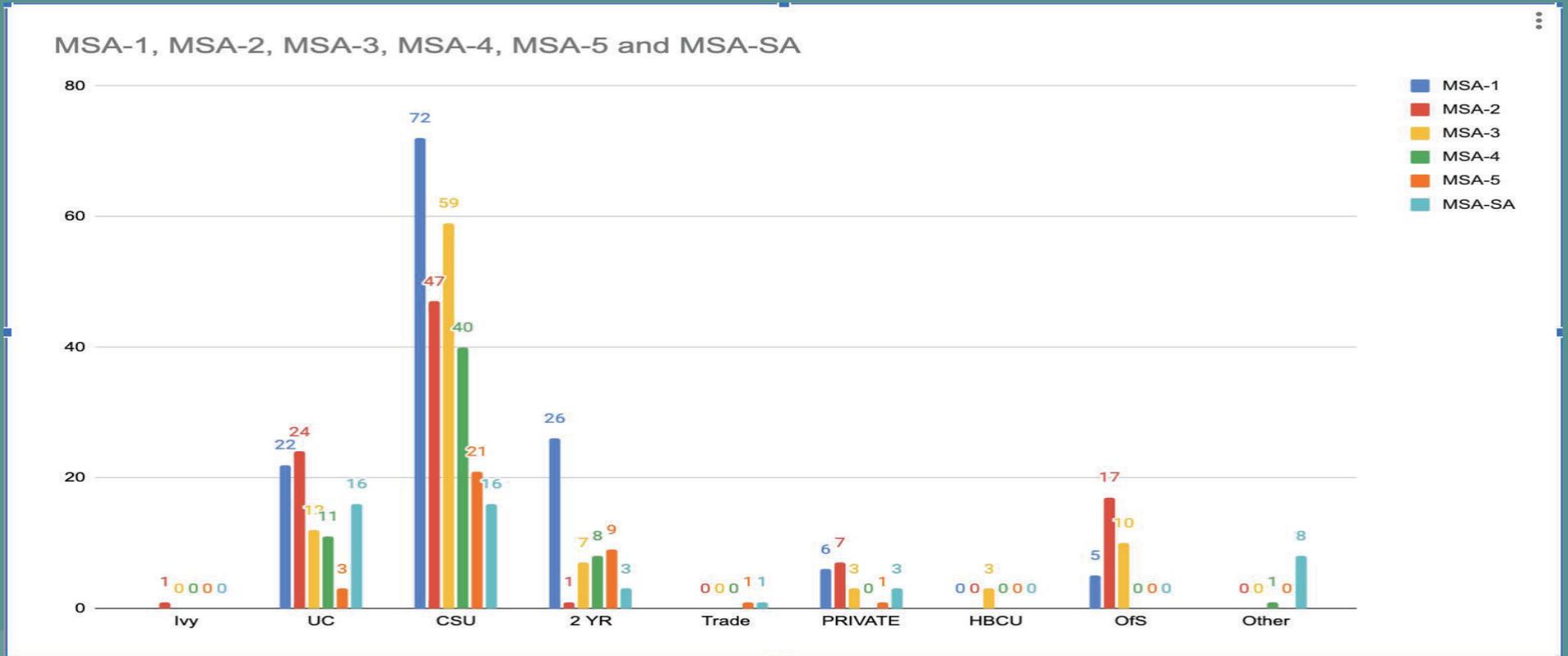
## Class of 2021



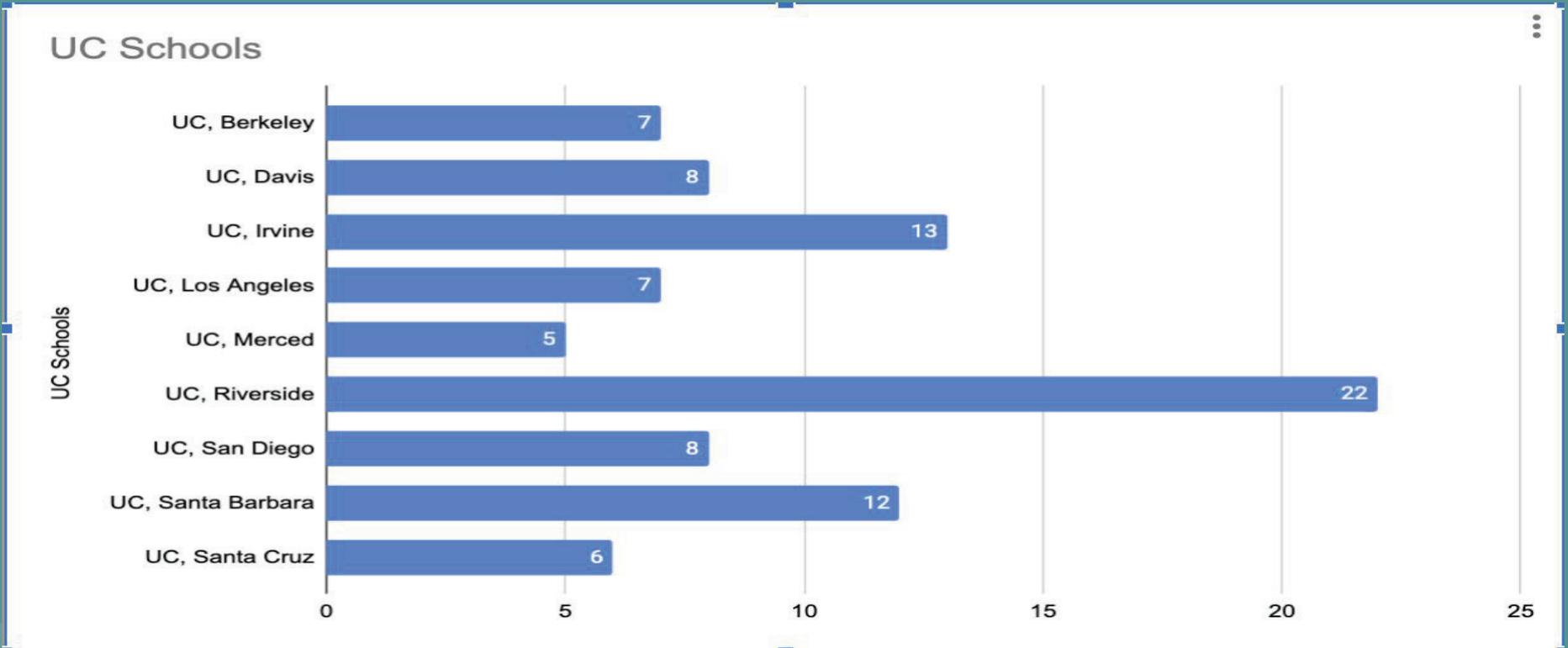
# Acceptances and Commitments



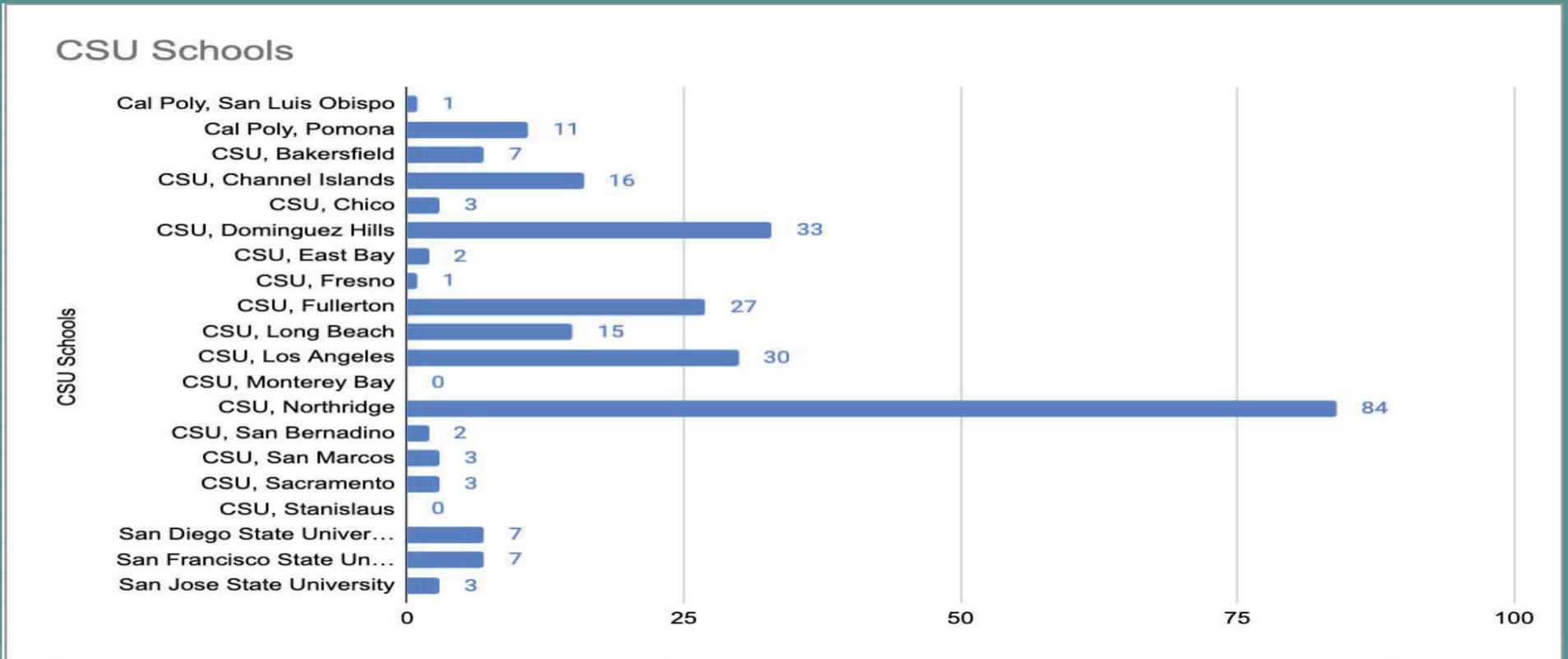
# Acceptances (School by School Comparison)



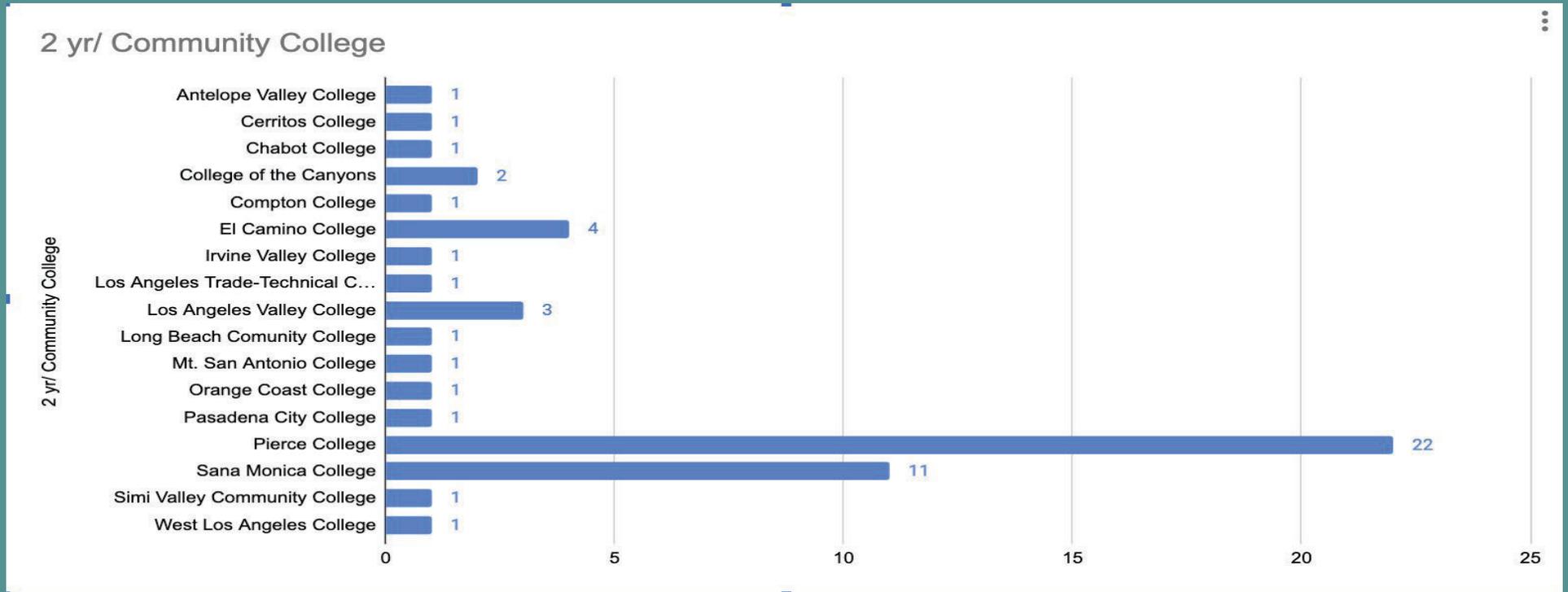
# UC Schools (Acceptances)



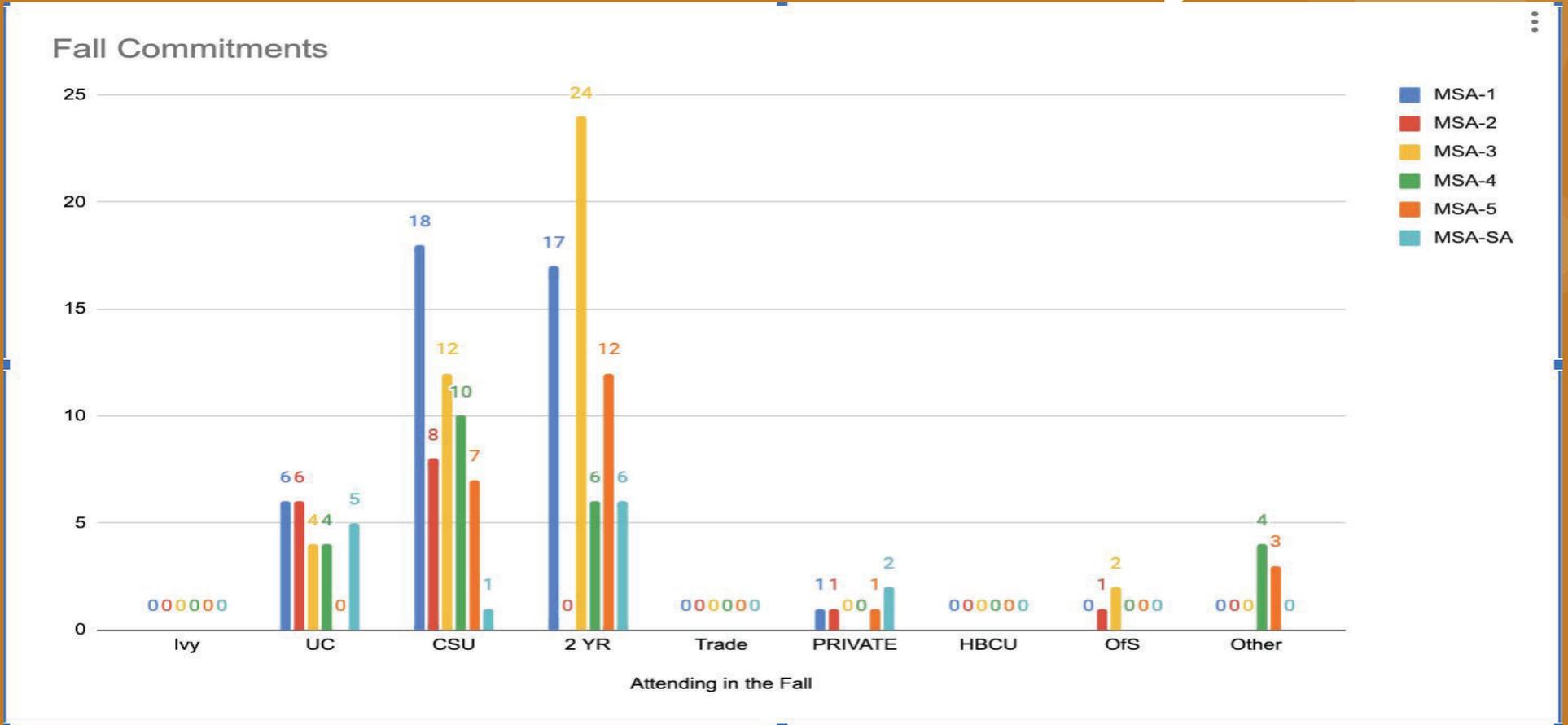
# CSU Schools (Acceptances)



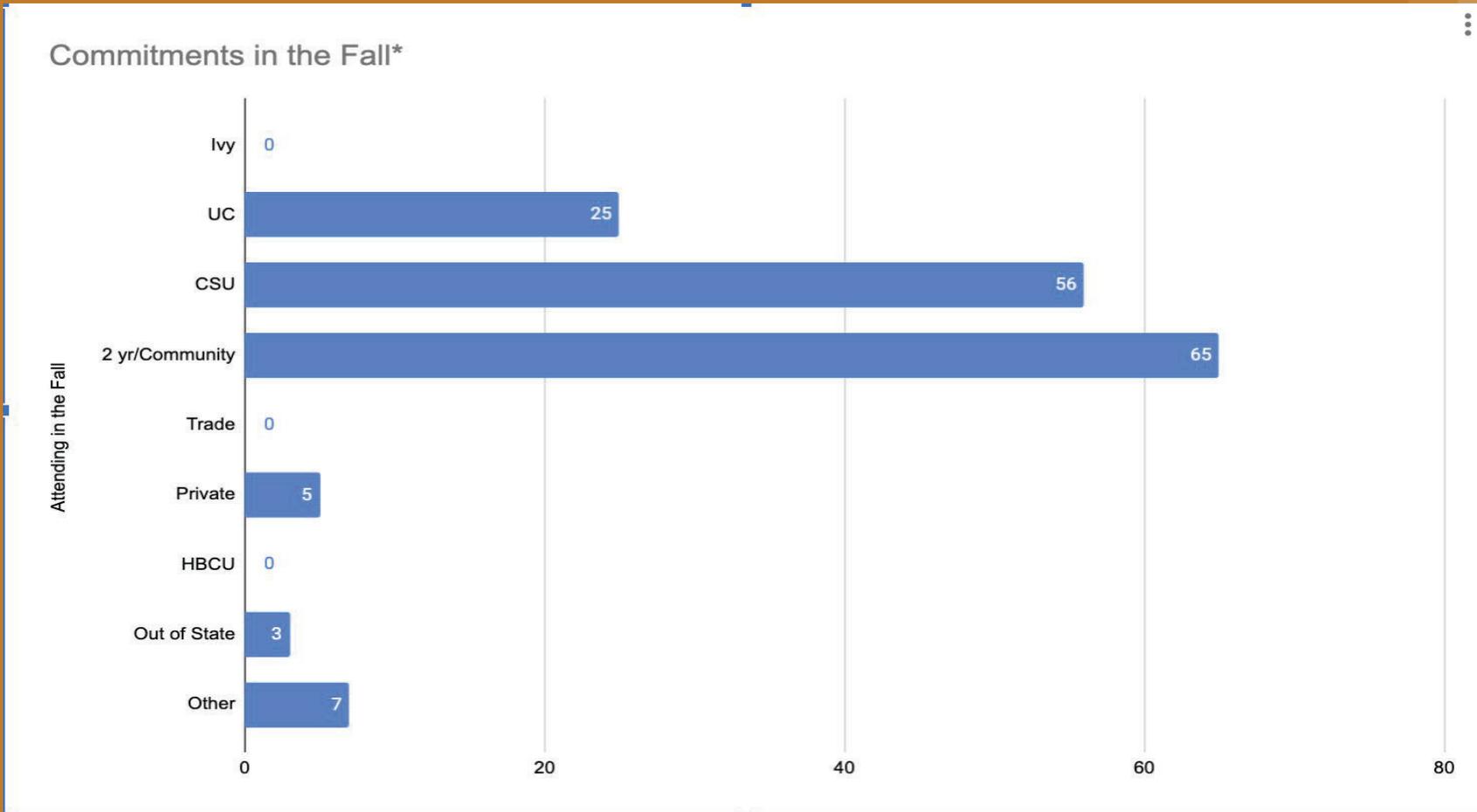
# 2 Year/ Community College (Acceptances)



# Fall Commitments (School by School)



# Commitments (Type of College)



# MPS Summer Schools



- ❑ July 6 - July 23
- ❑ About 1,100 students and 100 staff from 10 schools
- ❑ \$350K from various funds including ELOG and TITLE I
- ❑ Both in-person and distance
- ❑ Focus
  - ❑ Credit Recovery and Makeup
  - ❑ Bridge Programs (Intro to STEAM)
  - ❑ Learning Enrichment and Acceleration (Learning Fun/ STEAM)
  - ❑ Social-Emotional and Mental Health
  - ❑ Prioritized Groups- Homeless, Foster Youth, SPED EYS



# NWEA MAP Fall to Spring - Percent of Students meeting Growth Targets



# All Schools in READING

## Percent of Students meeting Growth Targets

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: (Fall to Spring)	2020-21: (Fall to Spring)	MAP Reading - Fall 2020 to Spring 2021																													
	Baseline	Target	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by	On Target?																									
<p><b>Fall 2020 to Spring 2021 MAP Reading - Percent Met Growth Projection</b></p> <table border="1"> <caption>Data for Bar Chart</caption> <thead> <tr> <th>School</th> <th>Percent Met Growth Projection</th> </tr> </thead> <tbody> <tr><td>MSA-1</td><td>57.6%</td></tr> <tr><td>MSA-2</td><td>65.0%</td></tr> <tr><td>MSA-3</td><td>50.2%</td></tr> <tr><td>MSA-4</td><td>74.3%</td></tr> <tr><td>MSA-5</td><td>60.4%</td></tr> <tr><td>MSA-6</td><td>61.6%</td></tr> <tr><td>MSA-7</td><td>36.6%</td></tr> <tr><td>MSA-8</td><td>49.8%</td></tr> <tr><td>MSA-SD</td><td>47.3%</td></tr> <tr><td>MSA-SA</td><td>42.7%</td></tr> <tr><td>MPS</td><td>53.1%</td></tr> </tbody> </table>	School	Percent Met Growth Projection	MSA-1	57.6%	MSA-2	65.0%	MSA-3	50.2%	MSA-4	74.3%	MSA-5	60.4%	MSA-6	61.6%	MSA-7	36.6%	MSA-8	49.8%	MSA-SD	47.3%	MSA-SA	42.7%	MPS	53.1%	MSA-1	54.2%	56.0%	568	327	57.6%	1.6%	Y
	School	Percent Met Growth Projection																														
	MSA-1	57.6%																														
	MSA-2	65.0%																														
	MSA-3	50.2%																														
	MSA-4	74.3%																														
	MSA-5	60.4%																														
	MSA-6	61.6%																														
	MSA-7	36.6%																														
	MSA-8	49.8%																														
	MSA-SD	47.3%																														
	MSA-SA	42.7%																														
MPS	53.1%																															
MSA-2	58.6%	60.0%	366	238	65.0%	5.0%	Y																									
MSA-3	50.6%	53.0%	305	153	50.2%	-2.8%	P																									
MSA-4	51.8%	56.0%	70	52	74.3%	18.3%	Y																									
MSA-5	64.8%	65.0%	217	131	60.4%	-4.6%	Y																									
MSA-6	59.4%	60.0%	146	90	61.6%	1.6%	Y																									
MSA-7	48.7%	49.0%	164	60	36.6%	-12.4%	N																									
MSA-8	61.8%	62.0%	412	205	49.8%	-12.2%	N																									
MSA-SD	59.6%	60.0%	387	183	47.3%	-12.7%	N																									
MSA-SA	50.4%	52.0%	393	168	42.7%	-9.3%	N																									
MPS	56.2%	60.0%	3,028	1,607	53.1%	-6.9%	P																									

‘On target?’ indicator is an internal LCAP metric - a measurement from Baseline to the school-set-Target.



# All schools in MATH

## Percent of Students meeting Growth Targets

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: (Fall to Spring)	2020-21: (Fall to Spring)	MAP Mathematics - Fall 2020 to Spring 2021					
	Baseline	Target	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by	On Target?	
<b>Fall 2020 to Spring 2021 MAP Mathematics - Percent Met Growth Projection</b> 	MSA-1	60.2%	56.0%	581	335	57.7%	1.7%	Y
	MSA-2	61.6%	56.0%	389	262	67.4%	11.4%	Y
	MSA-3	57.8%	56.0%	295	146	49.5%	-6.5%	P
	MSA-4	64.0%	64.0%	68	50	73.5%	9.5%	Y
	MSA-5	73.7%	74.0%	236	140	59.3%	-14.7%	Y
	MSA-6	50.4%	52.0%	145	87	60.0%	8.0%	Y
	MSA-7	33.3%	50.0%	164	38	23.2%	-26.8%	N
	MSA-8	60.1%	61.0%	406	197	48.5%	-12.5%	N
	MSA-SD	65.7%	66.0%	398	187	47.0%	-19.0%	N
	MSA-SA	40.0%	45.0%	400	162	40.5%	-4.5%	Y
	MPS	56.8%	60.0%	3,082	1,604	52.0%	-8.0%	P

‘On target?’ indicator is an internal LCAP metric - a measurement from Baseline to the school-set-Target.

# English Learners in READING



**Fall 2020 to Spring 2021 MAP Reading - Percent Met Growth Projection (English Learners)**



	2018-19: (English Learners)	2020-21: (English Learners)	Fall 2019 to Fall 2020 Percent Met Growth Projection (EL)	Fall 2020 to Spring 2021 (EL)	MAP Reading - Fall 2020 to Spring 2021 (EL)				
					Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Reading)	Target (MAP Reading)	Count With Projection
MSA-1	67.8 points below standard	64.0 points below standard	37.8%	50.0%	104	53	51.0%	1.0%	Y
MSA-2	62.1 points below standard	59.0 points below standard	40.5%	56.0%	50	33	66.0%	10.0%	Y
MSA-3	87.6 points below standard	82.0 points below standard	66.7%	53.0%	10	6	60.0%	7.0%	Y
MSA-4	114.4 points below standard	110.0 points below standard	60.0%	56.0%	9	7	77.8%	21.8%	Y
MSA-5	43.3 points below standard	40.3 points below standard	44.4%	69.0%	61	36	59.0%	-10.0%	Y
MSA-6	48.3 points below standard	45.3 points below standard	59.1%	50.0%	32	17	53.1%	3.1%	Y
MSA-7	24.1 points below standard	20.0 points below standard	38.7%	60.0%	46	13	28.3%	-31.7%	N
MSA-8	70.7 points below standard	67.7 points below standard	45.7%	52.0%	49	20	40.8%	-11.2%	P
MSA-SD	8.3 points above standard	9.0 points above standard	46.2%	35.0%	26	10	38.5%	3.5%	Y
MSA-SA	68.0 points below standard	65.0 points below standard	48.2%	46.0%	129	52	40.3%	-5.7%	P
MPS			45.5%	60.0%	516	247	47.9%	-12.1%	P

Percent of Students meeting Growth Targets

# English Learners in MATH



**Fall 2020 to Spring 2021 MAP Mathematics - Percent Met Growth Projection (English Learners)**



	2018-19: (English Learners)	2020-21: (English Learners)	Fall 2019 to Fall 2020 Percent Met Growth Projection (EL)	Fall 2020 to Spring 2021 (EL)	MAP Mathematics - Fall 2020 to Spring 2021 (EL)								
					Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Math)	Target (MAP Math)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceede d Target? by	On Target?
MSA-1					77.6 points below standard	72.0 points below standard	43.1%	56.0%	112	62	55.4%	-0.6%	Y
MSA-2					96.8 points below standard	92.0 points below standard	45.0%	56.0%	55	35	63.6%	7.6%	Y
MSA-3					129.5 points below standard	125.0 points below standard	83.3%	56.0%	10	5	50.0%	-6.0%	P
MSA-4					170.1 points below standard	160.0 points below standard	50.0%	55.0%	10	7	70.0%	15.0%	Y
MSA-5					43.5 points below standard	40.5 points below standard	58.8%	73.0%	66	39	59.1%	-13.9%	Y
MSA-6					61.1 points below standard	58.0 points below standard	38.1%	52.0%	32	18	56.3%	4.3%	Y
MSA-7					54.7 points below standard	51.0 points below standard	45.2%	50.0%	47	3	6.4%	-43.6%	N
MSA-8					127.0 points below standard	124.0 points below standard	44.4%	71.0%	49	28	57.1%	-13.9%	Y
MSA-SD					21.4 points below standard	18.4 points below standard	38.5%	70.0%	27	13	48.1%	-21.9%	Y
MSA-SA					79.4 points below standard	76.4 points below standard	39.8%	45.0%	131	47	35.9%	-9.1%	P
MPS							45.6%	60.0%	539	257	47.7%	-12.3%	P

Percent of Students meeting Growth Targets

# Students with Disabilities in READING



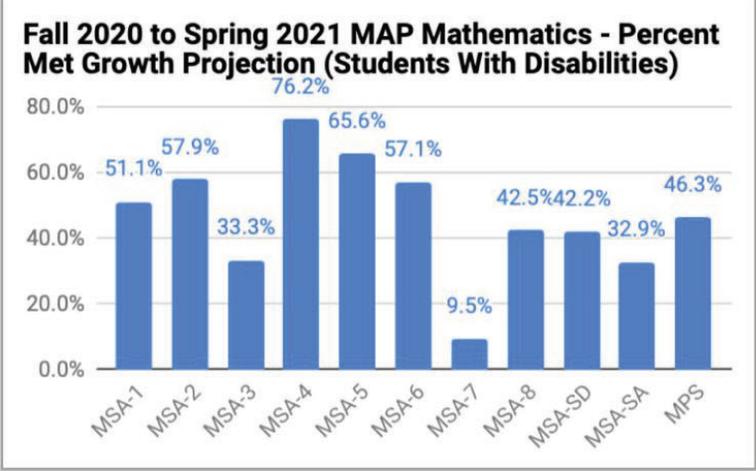
**Fall 2020 to Spring 2021 MAP Reading - Percent Met Growth Projection (Students With Disabilities)**



	2018-19: (SWD)	2020-21: (SWD)	Fall 2019 to Fall 2020 Percent Met Growth Projection (SWD)	Fall 2020 to Spring 2021 (SWD)	MAP Reading - Fall 2020 to Spring 2021 (SWD)				
	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	96.0 points below standard	90.0 points below standard	36.2%	40.0%	86	52	60.5%	20.5%	Y
MSA-2	79.9 points below standard	76.0 points below standard	40.5%	63.0%	50	33	66.0%	3.0%	Y
MSA-3	139.3 points below standard	130.0 points below standard	47.6%	50.0%	32	19	59.4%	9.4%	Y
MSA-4	98.6 points below standard	90.0 points below standard	50.0%	62.0%	22	15	68.2%	6.2%	Y
MSA-5	72.7 points below standard	69.7 points below standard	44.8%	56.0%	32	18	56.3%	0.2%	Y
MSA-6	97.8 points below standard	90.0 points below standard	60.0%	56.0%	22	10	45.5%	-10.5%	P
MSA-7	50.8 points below standard	45.0 points below standard	20.0%	46.0%	19	9	47.4%	1.4%	Y
MSA-8	88.3 points below standard	85.3 points below standard	44.4%	55.0%	41	12	29.3%	-25.7%	N
MSA-SD	53.9 points below standard	53.0 points below standard	52.5%	50.0%	63	20	31.7%	-18.3%	N
MSA-SA	80.2 points below standard	76.0 points below standard	43.1%	52.0%	74	27	36.5%	-15.5%	P
MPS			43.4%	60.0%	441	215	48.8%	-11.2%	Y

Percent of Students meeting Growth Targets

# Students with Disabilities in MATH



	2018-19: (SWD)	2020-21: (SWD)	Fall 2019 to Fall 2020 Percent Met Growth Projection (SWD)	Fall 2020 to Spring 2021 (SWD)	MAP Mathematics - Fall 2020 to Spring 2021 (SWD)				
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Math)	Target (MAP Math)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target? by	On Target?
MSA-1	121.2 points below standard	110.0 points below standard	45.0%	56.0%	88	45	51.1%	-4.9%	Y
MSA-2	119.6 points below standard	110.0 points below standard	51.1%	56.0%	57	33	57.9%	1.9%	Y
MSA-3	184.4 points below standard	155.0 points below standard	45.0%	56.0%	27	9	33.3%	-22.7%	N
MSA-4	184.8 points below standard	170.0 points below standard	42.9%	69.0%	21	16	76.2%	7.2%	Y
MSA-5	58.0 points below standard	55.0 points below standard	58.1%	56.0%	32	21	65.6%	9.6%	Y
MSA-6	98.5 points below standard	93.5 points below standard	37.5%	50.0%	21	12	57.1%	7.1%	Y
MSA-7	58.5 points below standard	54.5 points below standard	50.0%	50.0%	21	2	9.5%	-40.5%	N
MSA-8	142.9 points below standard	135.0 points below standard	57.1%	79.0%	40	17	42.5%	-36.5%	P
MSA-SD	74.7 points below standard	71.7 points below standard	29.3%	56.0%	64	27	42.2%	-13.8%	P
MSA-SA	93.6 points below standard	90.0 points below standard	39.0%	45.0%	76	25	32.9%	-12.1%	P
MPS			44.8%	60.0%	447	207	46.3%	-13.7%	Y

## Percent of Students meeting Growth Targets